ALBERTA, EDUCATION, 1911

PROVINCE OF ALBERTA

DEPARTMENT OF EDUCATION

SIXTH ANNUAL REPORT

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SIXTH ANNUAL REPORT

OF THE

DEPARTMENT OF EDUCATION

OF THE

PROVINCE OF ALBERTA

1911

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EDMONTON
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1912

DEPARTMENT OF EDUCATION,
EDMONTON, May 1, 1912.

To His Honour,
GEORGE HEDLEY VICARS BULYEA,
Lieutenant Governor of the Province of Alberta.

SIR,—

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1911.

I have the honour to be, Sir,

Your obedient servant,

C. R. MITCHELL,
Minister of Education.

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DEPARTMENT OF EDUCATION
1911

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Geo. O. Baetz.

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PART I.

REPORT OF THE DEPUTY MINISTER

STATISTICS

REPORT

OF THE

DEPUTY MINISTER OF EDUCATION

HON. C. R. MITCHELL, ESQ., B.A., B.C.L., M.P.P.,
Minister of Education.

SIR,—I have the honour to submit herewith the sixth annual report of the Department of Education for the Province of Alberta, including statistics and special reports for the year 1911.

The expansion to which attention was called in our last report has been maintained throughout the past year. New school districts organized during 1911 numbered 283 as against 251 in 1910 and 180 in 1909. These by no means account for the great increase in the number of school rooms occupied or in the number of teachers employed. Thus we find that while the number of school districts receiving grants for the year increased by 197 the number of rooms with respect to which grants were paid increased by 292. This would indicate that the graded schools of the province found it necessary during the year to add approximately 100 teachers to their teaching staffs.

School organization for the year affords a very good indication that development has been very general throughout the province. This may be seen by examining the list of new districts which appears among the statistics. It is estimated that over 4,500 square miles were brought under the educational system of the province during the year.

The amount of debentures authorized for school buildings and equipment during 1911 was $1,524,707, as against $1,027,892 in 1910, and $978,550 in 1909.

It may be interesting to compare the figures of 1911 and those of 1906 with respect to a few items as an indication of the progress that has been made during the past five years:

	1906	1911
Number of school districts. .	746	1,784
Number of teachers employed..	924	2,651
Number of pupils enrolled.....	28,784	61,660
Grants paid to school districts.	$170,315	$377,679
Salaries paid to teachers..	$386,107	$1,144,583
Debentures issued.....	$347,175	$1,501,560

The revenue required for the maintenance of a school is derived chiefly from two sources,—government grants and local taxation. In rural districts the taxes are based upon acreage, the maximum being 10 cents per acre. The school grants are statutory, and in order to indicate clearly the basis upon which these grants are paid I beg to quote from The School Grants Ordinance as follows:

"**3.** In aid of schools organized and conducted under the provisions of The School Ordinance there shall be paid out of any legislative appropriation made for that purpose—

"1. To rural districts an amount to be calculated as follows:

(*a*) To each district containing 6,400 acres or less of assessable land as shown by the last revised assessment roll of the district $1.20 per day for each day school is kept open; to each district containing less than 6,400 acres as aforesaid one cent per day for each 160 acres or fractional part thereof less than 6,400 acres; and to each district containing more than 6,400 acres as aforesaid one cent less per day for each additional 160 acres or fractional part thereof; Amended c. 10, 1904, s. 1.

(*b*) To each district whose school is kept open more than 160 days in the year 40 cents per day for each additional day not exceeding 50;

(*c*) To each district engaging a teacher who holds a first class professional certificate under the regulations of the department 10 cents per day for each day such teacher is actually employed in the school;

(*d*) To each district whose school maintains a percentage of attendance as set forth in the following schedule the sum set opposite thereto for each day school is kept open:

Schedule.

A percentage of	from	40	to 50	inclusive,	5	cents.
"	"	51	" 60	"	10	"
"	"	61	" 70	"	15	"
"	"	71	" 80	"	20	"
"	"	81	" 100	"	25	"

"2. To village and town districts an amount to be calculated as follows:

(*a*) To each district the sum of 90 cents per day for each day its school is kept open;

(*b*) To each district engaging a teacher who holds a first class professional certificate under the regulations of the department 10 cents per day for each day such teacher is actually employed in the school;

(*c*) To each district whose school maintains a percentage of attendance as set forth in the following schedule the sum set opposite thereto for each day school is kept open:

A percentage of	from	50	to 60	inclusive,	5	cents.
"	"	61	" 70	"	10	"
"	"	71	" 80	"	15	"
"	"	81	" 90	"	20	"
"	"	91	" 100	"	25	"

"3. To each district whose school attains a minimum grading on its efficiency in respect to grounds, buildings, equipment, government and progress a sum not exceeding fifteen cents per day to be paid in proportion to such grading for each day school is kept open and such grading shall be based upon the inspector's report, or reports as prescribed by the regulations of the department;

"4. To each town or village district maintaining one or more rooms exclusively for pupils in standards above the fifth the sum of $75 per term provided the daily average attendance of pupils in such room or rooms for any such term classified in accordance with the regulations of the department is at least twenty:

"Provided that no grant shall be paid to any district under the provisions of this section unless an average attendance of six is maintained in its school for the term immediately preceding the time when the payment of the grant may be due:

"Provided further that the grant payable to any rural district under subsection (*a*) of clause 1 of this section shall not be less than 90 cents per day for each day the school is kept open:

"Provided further that any and every amount payable to any district under this section shall not unless otherwise provided be payable for more than 210 days in any calendar year:

"Provided further that in any district where more than one teacher is employed each room shall rank as a district under the provisions of clauses 1, 2 and 3 of this section when the average attendance of the whole school shall at least equal twenty pupils to each teacher employed:

"Provided further that if the sum of the grants payable to any district under clauses 1 or 2 of this section shall exceed 70 per cent. of the salary actually earned by the teacher or teachers employed in the district during the year the amount of the grant payable at the end of the second term of the year shall be reduced so that the total amount of the grant paid shall equal the said 70 per cent.:

"Provided further that payments may be made in respect of the amounts earned under clause 1 or clause 2 of this section at the end of the school terms ending on the thirtieth day of June and the thirty-first day of December in each year on receipt of the returns hereinafter provided and on receipt of the treasurer's bond and teacher's agreement as provided in The School Ordinance:

"Provided further that in case the school of any district is open only during a portion of the year payment may be made to such district in respect of the amounts earned under clause 1 or clause 2 of this section as soon as the school closes for the year on receipt of the returns, bond and agreement mentioned in the next preceding proviso:

"Provided further that when the return of the treasurer of any district as hereinafter provided shows that the district is indebted to any teacher or teachers the grant payable to such district under clause 1 or clause 2 of this section or such portion of it to the amount of such indebtedness shall be paid proportionately to such teacher or teachers:

"Provided further that the grant earned by any district under clause 3 of this section shall be paid to such district at the end of the school year and in case the school of any district is not inspected during the year the district shall be paid for such year such grant as it may be entitled to upon the basis of the grading its school attains on the first inspection in the following year."

"**6.** The Lieutenant Governor in Council may order the payment of a special grant to any school whether organized according to law or not."

"**8.** For the purpose of estimating the grant which may be earned by any school on account of the attendance of pupils the average attendance for any calendar year during which the school

is kept open shall be calculated by dividing the aggregate days' attendance for such month by the number of days school is kept open during such month; the percentage of attendance for any month school is kept open shall be calculated by dividing the average attendance for such month by the number of pupils in actual attendance during such month; and the percentage of attendance for any term shall be calculated by dividing the sum of monthly percentages of attendance by the number of such monthly percentages of attendance."

"**9.** The board of every district receiving a grant under clause 3 of section 3 hereof shall expend one-half of the amount of such grant received in each and every year on the purchase of books for a school library and such books shall be selected from a list authorized and furnished by the department:

"Provided that on the recommendation of an inspector the Minister of Education may authorize the board of any district to expend any portion of such grant on the purchase of equipment and apparatus in lieu of books for a school library."

An examination of the comparative statements of attendance in graded and ungraded schools confirms the remark so frequently made that the greatest problem confronting the Department of Education is that of the rural schools. It will be observed that while there were 2,536 more pupils enrolled in the ungraded sch ols during the year than in the graded schools, the daily average attendance in the ungraded schools was slightly lower than in the towns and villages. It will be seen further that the average school year was almost 50 days less in the rural than in the urban schools. On the other hand, when we remember that the former class of school includes the newly organized districts where schools were not opened until late in the year, and includes also the schools in the outlying districts where settlement is sparse, the showing is a remarkably gratifying one from the standpoint of the rural school.

The following figures indicate not only the rapid increase in the school attendance, but also the fluctuating proportion in the numbers of rural and urban pupils since the formation of the province:

YEAR	RURAL	URBAN	TOTAL
1905	13,619	10,635	24,254
1906	14,576	14,208	28,784
1907	16,344	17,994	34,338
1908	19,599	20,054	39,653
1909	23,165	22,883	46,048
1910	29,835	25,472	55,307
1911	32,098	29,562	61,660

One of the statistical tables submitted herewith shows that during the year first class standing was granted to 124 teachers, second class standing to 415 teachers, and third class standing to 214 teachers. This does not mean an additional 753 to the teaching force of the province, as many of these merely advanced from a lower to a higher grade; but after making due allowance for such, the teachers thus obtaining standing should be ample to supply the demand were they to remain in the profession. Unfortunately for our schools, however, opportunities in other directions are so abundant and so alluring that hundreds disappear from the ranks yearly to be discovered later in other professions or in mercantile

or agricultural pursuits. Many others make even subsequent discovery difficult or impossible by abandoning both profession and name at the same time. Notwithstanding all, it is encouraging to note that the number of provisional certificates issued to unqualified teachers was reduced by about 80.

For the information of teachers outside of this province into whose hands this report may come, I quote the following from circulars which have been sent out from time to time for the information of teachers desiring recognition in Alberta:

"Persons holding certificates or diplomas not obtained in the Province of Alberta may be granted such standing as the Minister of Education may deem them entitled to. Every applicant for an Interim Certificate under this regulation shall submit to the Department (*a*) the certificates which he holds, (*b*) an official statement that such certificates are valid and in force, (*c*) a certificate of moral character dated within three months of the time of presentation, (*d*) a recent testimonial from the inspector under whom he last taught."

"Under this regulation every individual case is dealt with on its merits and before standing is given on the certificates obtained elsewhere, the Minister of Education must be satisfied that the certificates submitted were obtained after the completion of a satisfactory course of normal training, that the certificates are still in force and that the applicants with respect to ability and character are worthy of recognition as teachers.

"Certificates are not granted to teachers from other provinces until they arrive in Alberta or enter into an agreement with an Alberta school board. Before coming to the province or entering into a contract with an Alberta board of trustees, teachers are advised to submit the required documents to the Department of Education for approval. Teachers are warned against acting upon unreliable information.

"Applicants for teachers' certificates under this regulation, especially if their certificates were not obtained during comparatively recent years, may be required to take a course of normal training. Each applicant will be advised regarding the requirements in his particular case.

"All teachers whether trained in this province or elsewhere are required to teach for at least one year on Interim Certificates. At the expiration of this time, should their inspectors' report be satisfactory, they may be granted professional or life certificates."

"Appointments to positions are not made by the Department of Education but by individual school boards, the only restrictions being that appointees must hold certificates from the Department of Education qualifying them to teach in Alberta schools. Consequently salaries depend more or less upon the relation of supply and demand, but the demand is so constant and so strong, especially in the newly organized rural schools, that salaries show an upward tendency and the lowest salary now paid in any school under the jurisdiction of this department is about $600 per annum. Principals in small town schools and assistants in secondary schools usually receive from $1,000 to $1,500 per annum. The number of such teachers required is, however, relatively small, but applicants for such positions do not prejudice but rather strengthen their chances of promotion by proving through their work in smaller schools their ability to adapt themselves to new conditions. Teachers need

not hesitate therefore to accept temporary employment in small schools since promotion in the profession depends upon the ability of the teacher and the reputation which he makes for himself in the schoolroom."

"The cost of living depends very largely upon locality. In rural districts board and lodging can usually be obtained at from $12 to $15 per month, and in such cases the teacher usually finds it necessary to seek accommodation with the family of a farmer or other resident of the district. In villages, towns and cities, on the other hand board and lodging is more expensive, varying usually from $20 to $30 per month, though of course the towns have advantages which may compensate in whole or in part for this excess in outlay."

The following information is of special interest to British teachers:

"An uncertificated teacher who desires to qualify under our regulations should forward official evidence regarding his academic standing to enable the department to determine whether or not he is eligible for admission to our Normal School to undergo a course of professional training and also to determine for what class of teacher's certificate he is entitled to enter. In the case of a University graduate, a certificate of graduation signed by the Registrar of the University is sufficient evidence for the time being, but in the case of an undergraduate, the statement should indicate as fully as possible the scope of the work covered in the various subjects.

"Persons who are not University graduates or undergraduates should forward such official evidence as they are in a position to supply and accompany this where possible by a calendar or syllabus defining the courses covered.

"Under the present arrangement, which, however, is subject to change as soon as conditions warrant, two sessions of the Provincial Normal School at Calgary are held annually, commencing about January 3rd and August 20th. Each session covers a period of about four months. There are no fees for tuition or examination, but the textbooks required would probably cost from ten to fifteen dollars. Furnished rooms may be secured at from $8.00 to $12.00 per month, or board and lodging can be obtained in private houses at from $4.50 to $5.50 per week. Forms of application for admission may be had upon request from the Department of Education."

"To supply the increasing demand, between three and four hundred trained teachers are required yearly to maintain the necessary teaching force of the province, and at least half of these must be obtained from Great Britain and the eastern provinces of Canada. The British Boards of Education at Whitehall and Dublin, the High Commissioner for Canada at 17 Victoria St., London, S.W., and the Assistant Superintendent of Emigration at 11 and 12 Charing Cross, London, S.W., will be advised from time to time regarding the demand, so that teachers may not come to the province in greater numbers than the conditions warrant."

"Teachers who now hold fairly satisfactory and remunerative positions, and especially those who have reached middle age, cannot as a rule hope to better their condition by making a new beginning amid unfamiliar surroundings, and school boards almost invariably show a decided preference for young teachers when making appointments. Teachers are therefore recommended not to resign their

positions until they have been advised regarding the recognition of their certificates. All certificated teachers who seriously contemplate coming to this province should ask the Board of Education to write me regarding their qualifications and should forward the required testimonials, as such a course will save time and obviate the necessity of entrusting valuable documents to the mails."

"In conclusion I wish to direct attention to a point which is of particular interest to those who have recently completed their training college courses. Arrangements have been made whereby teachers may, through this department, make application to the Board of Education for recognition of services rendered in the schools of this province, and the board will accept such services as discharging the undertaking given before admission as a recognized student to a training college, provided the service occupies the whole working time of the teacher and the schools are aided and inspected by the government, which conditions are satisfied by all the schools under the jurisdiction of this department."

The following table may be interesting, indicating as it does the average salaries paid to First and Second Class teachers during the past seven years:

YEAR	FIRST CLASS CERTIFICATES		SECOND CLASS CERTIFICATES	
	Male	*Female*	*Male*	*Female*
1905. ..	$741.08	$615.63	$620.90	$572.10
1906....	807.10	610.01	640.50	585.07
1907.....	910.05	652.55	674.40	574.40
1908 ...	973.55	702.00	700.00	641.10
1909....	1,021.98	717.42	736.81	649.28
1910 ...	1,092 40	749.78	748.00	684 84
1911	1,028.54	738 19	747.92	697.77

I beg to submit herewith statistical and special reports together with copies of examination papers and general information regarding the educational system of the province.

I have the honour to be, Sir,

Your obedient servant,

(Sgd.) D. S. MACKENZIE,
Deputy Minister of Education.

STATISTICS.

GENERAL SUMMARY.

	1910	1911	
Number of school districts	1,501	1,784	
Increase for the year			283
Number of districts having school in operation	1,195	1,392	
Increase for the year			197
Number of departments in operation	1,610	1,902	
Increase for the year			292
Number of pupils enrolled	55,307	61,660	
Increase for the year			6,353
Average attendance of pupils	29,611.45	32,556.76	
Increase for the year			2,945 31
Percentage attendance of pupils	53.45	52.08	
Decrease for the year			1 37
Average length of school year,—days	158 28	157.05	
Decrease for the year			1 23
Total grants paid to School Districts	$317,411.47	$377,679.92	
Increase for the year			$60,268.45
School debentures authorized	$1,027,892.00	$1,524,707.00	
Increase for the year			$496,815 00
School debentures registered	$742,725.00	$1,501,560.00	
Increase for the year			$758,835 00
Amount expended on school buildings and grounds	$1,062,986.96	$1,504,852 82	
Increase for the year			$441,865 86
Amount expended for teachers' salaries	$908,045.12	$1,144,583.75	
Increase for the year			$236,538 63
Paid on debentures and notes including interest	$1,001,206 39	$1,717,576.11	
Increase for the year			$716,369.72
Amount expended for all other purposes	$390,154.86	$1,020,555.71	
Increase for the year			$630,400 85

SCHOOL DISTRICTS.

In existence December 31, 1910		Erected during 1911	
Public	1,486	Public	279
Separate	10	Catholic Separate	3
*Unorganized	5	Protestant Separate	1
Total	1,501	Total	283

*These are in outlying settlements in which schools are maintained partly by Government aid. They have not been erected as districts under the provisions of The School Ordinance.

There also exist in the unorganized territory in the northern part of the province 17 schools which formerly received support from the Dominion Government and are now assisted by the Government of Alberta.

NUMBER OF SCHOOLS receiving grants for the years 1910 and 1911 and Departments in each.

Schools having	Total Schools		Total Depts.	
	1910	1911	1910	1911
1 Department	1,121	1,301	1,121	1,301
2 Departments	27	44	54	88
3 "	16	11	48	33
4 "	6	8	24	32
5 "	7	7	35	35
6 "	1	3	6	18
7 "	3	3	21	21
8 "	4	1	32	8
9 "	1	3	9	27
10 "	1	3	10	30
11 "	1	1	11	11
13 "	1	1	13	13
14 "	1	..	14	.
15 "	..	1		15
20 "	1	.	20	..
21 "	1		21	.
24 "	.	1		24
26 "	..	1	.	26
30 "	1	..	30	
34 "	..	1	.	34
61 "	1	.	61	.
70 "	..	1	.	70
80 "	1	.	80	.
116 "		1	.	116
	1,195	1,392	1,610	1,902

ATTENDANCE OF PUPILS.

At All Schools	1910	1911	Increase
No. of pupils attending school during year.	55,307	61,660	6,353
No. of boys " " " "	28,406	31,753	3,347
No. of girls " " " "	26,901	29,907	3,006
Total aggregate attendance for 1st term	2,890,451.5	3,278,433	387,981.5
Total aggregate attendance for 2nd term.	2,506,473.5	2,616,279	109,805.5
Total aggregate attendance for year	5,396,925	5,894,712	497,787
Total average attendance for year.. . . .	29,611 45	32,556.76	2,945.31

CLASSIFICATION OF PUPILS.

Standards	No. of Pupils 1910	No. of Pupils 1911	Increase	Per cent. of enrolment
Standard I, Part 1	17,276	18,866	1,590	30 60
" I, Part 2	7,689	8,864	1,175	14.37
" II.	8,976	10,291	1,315	16.70
" III.	9,392	10,338	946	16.76
" IV	6,180	6,744	564	10.93
" V..	3,706	4,123	417	6.69
" VI	1,252	1,563	311	2.53
" VII.	636	607	Decrease 29	.98
" VIII	200	264	64	.44
Totals	55,307	61,660	6,353	100.00

COMPARATIVE STATEMENT of Attendance and Classification of Pupils in Graded and Ungraded Schools.

	Graded Schools	Ungraded Schools
Number of pupils enrolled	29,562	32,098
Aggregate days' attendance of pupils	3,286,277	2,608,435
Daily average attendance of pupils	16,304.11	16,252.65
Percentage of attendance of total enrolment	55.15	50.63
Average length of school year—days	202.34	153.88
Classification—Standard I, Part 1	9,015	9,851
" I, Part 2	3,990	4,874
" II	4,727	5,564
" III	4,737	5,601
" IV	2,957	3,787
" V	1,930	2,193
" VI	1,360	203
" VII	592	15
" VIII	254	10
Total number of pupils	29,562	32,098

NOTE.—The statistics in the above table were compiled from the returns from 1,301 ungraded schools representing 1,301 departments and 91 graded schools representing 601 departments.

PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR.

Less than 20 days	5,986
Between 20 and 50 days	11,474
" 51 and 100 days	17,595
" 101 and 150 days	12,637
" 151 and 200 days	13,253
More than 200 days	715
Total	61,660

LENGTH OF SCHOOL YEAR.

Number of schools open less than 20 days	4
" " " " between 20 and 50 days	38
" " " " " 51 and 100 days	161
" " " " " 101 and 150 days	350
" " " " " 151 and 200 days	431
" " " over 200 days	408
Total	1,392

TEACHERS EMPLOYED, CERTIFICATES AND SALARIES.

Class of Certificate	Schools open the whole year				Schools open part of year			
	No. of Teachers	Salaries per year			No. of Teachers	Salaries per year		
		Highest	Lowest	Average		Highest	Lowest	Average
First, male. .	163	$2000.00	$600.00	$1096.74	37	$1100 00	$600.00	$725.40
First, female.	222	1400.00	530.00	741.66	38	850.00	600.00	717 89
Second, male...	242	1550.00	480.00	771 32	160	900.00	600.00	712.53
Second, female.	860	1020.00	500 00	697.05	262	840.00	500.00	699.76
Third, male . .	85	900.00	572.00	706 91	91	780 00	572.00	702.85
Third, female	108	1200 00	450.00	661.11	102	780 00	480.00	686.56
Permit, male.	14	900.00	480.00	636.44	72	780.00	480.00	682 79
Permit, female	47	840 00	400.00	637.40	119	800.00	400.00	666 07
	TOWN SCHOOLS				VILLAGE SCHOOLS			
First, male..	114	$2000.00	$700.00	$1230.31	25	$1200.00	$700.00	$894.40
First, female . .	144	1400.00	600.00	745.05	25	1050.00	600.00	771.36
Second, male.	32	1550 00	600.00	987.18	45	1200.00	600.00	843.00
Second, female	422	1000 00	525.00	701.06	77	1020.00	600.00	735.84
Third, male. .	3	900 00	800.00	833.33	7	900.00	572.00	718.14
Third, female	15	800.00	600.00	695 33	8	750.00	600.00	671.87
Permit, male. .		.	. . . . .	. . . . .	3	780.00	720.00	760.00
Permit, female	1	780.00		780.00	2	630.00	600 00	615.00
	YEARLY RURAL SCHOOLS				IN ALL SCHOOLS			
First, male...	24	$900 00	$600.00	$749 32	200	$2000 00	$600.00	$1028.54
First, female.	53	780 00	530.00	718 47	260	1400.00	530.00	738 19
Second, male. .	165	900 00	480.00	709 91	402	1550.00	480.00	747 92
Second, female .	361	840.00	500.00	684.08	1122	1020.00	500 00	697 77
Third, male...	75	840.00	572.00	700 81	176	900.00	572 00	704 82
Third, female. .	85	750.00	450 00	654.05	210	1200.00	450 00	673.47
Permit, male...	14	720.00	480 00	602 72	89	900.00	480 00	675 24
Permit, female	70	720 00	400 00	635 18	192	840 00	400 00	657.95

Total number of teachers employed during the year. . . 2,651

Total number of teachers employed at one time 1,902

Altogether there were 749 schools or rooms that changed teachers during the year.

Average salary per year paid to all teachers employed . $729.93

SCHOOL DISTRICT DEBENTURES.

Year	Debentures Authorized		Debentures Registered	
	No. of school districts	Amount	No. of school districts	Amount
1902	73	$ 68,650	70	$ 72,050
1903	83	108,135	93	109,285
1904	105	264,190	109	188,340
1905	120	159,325	111	228,725
1906	157	422,325	146	347,175
1907	171	674,515	135	485,165
1908	227	563,925	236	787,900
1909	204	978,550	207	975,950
1910	289	1,027,892	273	742,725
1911	312	1,524,707	277	1,501,560

RECEIPTS AND EXPENDITURES.

Summary of Receipts and Expenditures of School Districts for the Year*.

RECEIPTS.

Cash on hand January 1st.	$316,534.79
Proceeds from debentures.	1,481,172.98
Taxes collected.	1,575,411.77
Government grants.	432,876.52
Pupils' fees..	8,937.27
Borrowed by note.	1,461,207.91
Amount advanced by treasurers.	32,812.51
Other sources..	78,614.64
	$5,387,568.39

EXPENDITURES.

Teachers' salaries.	$1,144,583.75
Officials' salaries.	87,409 41
Paid on debentures.	408,441.89
Paid on notes, including interest	1,309,134 22
School buildings and repairs...	1,223,142 31
School grounds.	281,710.51
School furniture	88,040.64
Library and reference books.	10,010.95
Apparatus and equipment..	33,754.55
Supplies, stationery, etc.	33,934.31
Caretaking and fuel..	157,034.53
Insurance	34,327.01
Other expenditures.	214,249 40
Balance on hand December 31st.	361,794.91
	$5,387,568 39

*Compiled from financial statements received from 1,544 school districts.

COMPARATIVE STATEMENT showing Receipts and Expenditures of Town and Village Districts and Rural School Districts for the Year.

	Town and Village Districts	Rural Districts
RECEIPTS.		
Cash on hand January 1st.	$163,035.46	$153,499.33
Proceeds of debentures.	1,198,548.67	282,624.31
Taxes collected.	870,284 72	705,127.05
Government grants	172,731.71	260,144.81
Pupils' fees	7,891 83	1,045.44
Borrowed by note	1,032,368 40	428,839 51
Amounts advanced by treasurers	22,841.12	9,971.39
Other sources.	61,581.80	17,032.84
	$3,529,283.71	$1,858,284.68
EXPENDITURES.		
Teachers' salaries	$525,763.91	$618,819.84
Officials' salaries.	35,867.83	51,541.58
Paid on debentures.	256,604 47	151,837.42
Paid on notes including interest	937,166.90	371,967.32
School buildings and repairs.	964,110.56	259,031.75
School grounds	247,878.42	33,832.09
School furniture.	49,049.32	38,991.32
Library and reference books.	4,316 55	5,694.40
Apparatus and equipment	24,798.48	8,956.07
Supplies, stationery, etc	19,401.34	14,532.97
Caretaking and fuel.	109,839 45	47,195.08
Insurance	23,562.27	10,764.74
Other expenditures	185,946.03	28,303.37
Balance on hand December 31st	144,978.18	216,816.73
	$3,529,283.71	$1,858,284.68

COMPARATIVE STATEMENT showing Assets and Liabilities of Town and Village School Districts and Rural School Districts for the year.

	Town and Village Districts	Rural Districts
ASSETS.		
Cash on hand.	$144,978.18	$216,816.73
Arrears of taxes due	246,580 45	562,689 66
Estimated value of land and buildings	5,842,034 92	1,529,604.60
Estimated value of furniture and apparatus	259,154 66	283,119.05
Estimated value of school libraries.	20,664.78	30,285 50
Other assets.	148,851 48	17,826 61
	$6,662,264 47	$2,640,342.15
LIABILITIES.		
Teachers' salaries.	$4,634.94	$48,818.53
Debenture indebtedness	3,591,717.69	977,780.26
Outstanding accounts	335,182 45	262,225.04
Amounts due treasurers.	2,783.16	652 53
Excess of assets over liabilities	2,727,946.23	1,350,865 79
	$6,662,264 47	$2,640,342.15

SUMMARY OF ASSETS AND LIABILITIES of all School Districts for the year.

ASSETS.

Cash on hand	$361,794.91
Arrears of taxes due	809,270.11
Estimated value of lands and buildings	7,371,639.52
Estimated value of furniture and apparatus	542,273.71
Estimated value of school libraries	50,950 28
Other assets	166,678 09
	$9,302,606 62

LIABILITIES.

Teachers' salaries	$53,453.47
Debenture indebtedness	4,569,497 95
Outstanding accounts	597,407.49
Amounts due treasurers for moneys advanced	3,435 69
Excess of assets over liabilities	4,078,812.02
	$9,302,606.62

PROVINCIAL CERTIFICATES GRANTED.

	Alta.	Other Provs.	British Isles	TOTAL	GRAND TOTAL
(a) Interim Certificates.					
1st Class to Alberta teachers	59			59	
" Teachers from Saskatchewan		4			
" " " " Ontario		21			
" " " " Manitoba		5			
" " " " Nova Scotia		2			
" " " " New Brunswick		16			
" " " " Prince Edward Island		3		51	
" " " " England and Wales			8		
" " " " Ireland			1		
" " " " Scotland			5	14	124
2nd Class to Alberta teachers	87			87	
" Teachers from Saskatchewan		15			
" " " " Ontario		129			
" " " " Manitoba		25			
" " " " Nova Scotia		26			
" " " " New Brunswick		20			
" " " " Prince Edward Island		6			
" " " " Quebec		4		225	
" " " " England and Wales			66		
" " " " Ireland			28		
" " " " Scotland			9	103	415
3rd Class to Alberta teachers	20			20	
" Teachers from British Columbia		1			
" " " " Saskatchewan		13			
" " " " Ontario		65			
" " " " Manitoba		14			
" " " " Nova Scotia		3			
" " " " New Brunswick		30			
" " " " Prince Edward Island		37			
" " " " Quebec		2		165	
" " " " England and Wales			18		
" " " " Ireland			5		
" " " " Scotland			6	29	214
Kindergarten to Teachers from Ontorio		4		4	4
(b) Professional Certificates.					
1st Class Professional Certificates	120				
2nd " " " "	213				
3rd " " " "	214			547	547
**(c) Provisional Certificates.*					
Provisional Certificates	281			281	281
(d) Non-Professional Certificates.					
Standard VIII Diplomas	80				
" VII "	251				
" VI "	386				
" V "	870			1,587	1,587

NOTE.—Interim certificates are granted to teachers who complete a course of training at the Provincial Normal School or who present approved Professional Certificates from the Eastern Provinces or elsewhere.

Professional certificates are granted to teachers who have taken Normal Training and who have taught successfully in the Province for at least one year on their Interim Certificates.

*Including temporary certificates to substitutes for teachers who were ill or who were required to attend Normal School.

EXAMINATIONS.

STANDARDS V AND VI EXAMINATIONS.

CENTRE	Number of Candidates	
	V	VI
Acme	3	1
Alix	3	..
Bankhead.	12	2
Blairmore.	10	..
Calgary.	140	110
Camrose	39	11
Carmangay	6	2
Cardston	23	9
Carstairs.	21	10
Castor	12	1
Claresholm	13	5
Cochrane.	6	.
Daysland	18	5
Didsbury.	25	14
Edmonton	158	102
Fort Saskatchewan	14	9
Gleichen	8	2
Granum.	13	
High River	17	10
Holden.	9	1
Innisfail.	39	8
Lacombe.	30	15
Lamont	9	6
Leduc.	19	3
Lethbridge	34	17
Macleod	23	5
Magrath..	12	3
Medicine Hat	37	15
Morinville .	5	.
Mound Lake	17	
Nanton	29	8
Okotoks	32	16
Olds..	27	14
Pincher Creek.	26	10
Ponoka	38	16
Provost..	2	5
Red Deer	50	28
Rimbey..	6	
Sedgewick.	7	9
Stettler	28	21
Stirling....	14	4
Stony Plain	4	.
Strathcona	51	26
Strathmore	7	4
Taber.	12	3
Tofield.	12	9
Vegreville	29	20
Vermilion	17	13
Wainwright	9	6
Wetaskiwin	40	23
Totals.....	1,215	601
Total		1,816
No. of candidates who passed. ..	870	386
Total passed....		1,256

EXAMINATIONS.

STANDARDS VII AND VIII.

CENTRE	Number of Candidates.	
	VII	VIII
Calgary	76	38
Camrose	7	
Cardston	6	..
Edmonton	63	12
High River	9	..
Lacombe	19	4
Lethbridge	24	3
Macleod	9	3
Magrath	12	1
Medicine Hat	22	4
Olds	23	1
Provost	3	..
Red Deer	21	8
Stettler	10	1
Strathcona	25	18
Vegreville	11	2
Wetaskiwin	21	4
White Horse	2	
Totals	363	99
Total		462
Number of candidates who passed	251	80
Total passed		331

TEACHERS' PROFESSIONAL EXAMINATIONS.

FIRST TERM.				SECOND TERM.			
EXAMINED		PASSED		EXAMINED		PASSED	
1st	2nd	1st	2nd	1st	2nd	1st	2nd
34	73	34	69	52	91	43	80
Totals	107		103	Totals	143		123

CONVENTIONS.

The following is a list of the Teachers' Conventions in Alberta.

PLACE OF MEETING	WHEN HELD	Teachers' Attendance
Calgary	November 23rd and 24th	210
Castor	November 9th and 10th	25
Innisfail	October 26th and 27th	54
Lethbridge	October 26th and 27th	96
Medicine Hat	November 30th and December 1st	49
Ponoka	October 19th and 20th	57
Sedgewick	October 12th and 13th	38
Strathcona	October 26th and 27th	252
Vermilion	October 26th and 27th	65

SCHOOL INSPECTION

INSPECTOR	No. of districts or Depts. under jurisdiction		No. of schools or Depts. in operation		No. of schools visited once only		No. of schools visited twice only		No. of schools visited more than twice		Total Number of visits	
	Jan. 1	Dec. 31	Graded	Ungraded	Graded	Ungraded	Graded	Ungraded	Graded	Ungraded	Graded	Ungraded
J. A. Fife, Edmonton	161	181	94	68	90	33	4	36	..	..	98	105
E. L. Hill, Strathcona	125	145	42	86	29	25	12	59	..	2	53	150
G. F. McNally, Wetaskiwin	138	144	30	104	5	5	26	103	2	7	63	232
P. H. Thibaudeau, Lacombe	123	131	14	105	10	40	4	74	..	3	18	197
J. F. Boyce, Red Deer	128	135	23	103	20	63	3	45	..	4	26	165
J. Morgan, Macleod	137	143	46	89	26	11	33	172		..	92	353
J. A. Smith, Calgary	162	187	136	51	123	15	15	36	.	1	153	90
C. Sansom, High River	...	117	22	83	2	21	18	71		2	38	169
J. W. Brown, Medicine Hat	130	193	46	76	4	63	42	10	..	1	88	86
D. A. McKerricher, Lethbridge	139	159	88	57	65	18	15	44		1	95	109
Walter Scott, Hardisty	129	150	14	136	3	48	10	59	.	3	23	175
J. C. Butchart, Vegreville	135	142	14	107	2	51	12	90	..	2	26	237
H. R. Parker, Vermilion	101	126	8	84	1	9	7	90	..	6	15	207
F. L. Aylesworth, Olds	124	139	15	108	1	58	14	37	..	7	29	153
A. Hartley, Castor	102	174	14	88	1	4	13	79	..	5	27	177

SCHOOL INSPECTION.

INSPECTOR	Schools found closed once only during the year		Schools found closed twice during the year		Schools not in operation		Number of days spent in inspection work in schools	Number of days spent in investigation under instructions from Department	Distance travelled		
	Graded	Ungraded	Graded	Ungraded	Graded	Ungraded			Rail	Road	Total
J. A. Fife, Edmonton.		14		5		6	127	24	943	2,104	3,047
E. L. Hill, Strathcona.	2	23		4		17	121	17	1,757	1,761	3,518
G. F. McNally, Wetaskiwin..		17		12		10	148	18	1,827	2,485	4,312
P. H. Thibaudeau, Lacombe		30		9		12	87	11	1,090	2,640	3,630
J. F. Boyce, Red Deer.		32		11		9	120	16	1,907	2,420	4,327
J. Morgan, Macleod.		12		4		5	130	9	1,923	2,103	4,026
J. A. Smith, Calgary..		2		1			152	10	950	1,620	2,570
C. Sansom, High River...		21		11		7	90	3	920	2,400	3,320
J. W. Brown, Medicine Hat		23				84	123	51	2,445	1,923	4,368
D. A. McKerricher, Lethbridge		15		1		14	114	6	2,380	1,693	4,073
Walter Scott, Hardisty..		29		9		26	119	18	2,777	2,236	5,013
J. C. Butchart, Vegreville.		26				8	113	13	746	3,259	4,005
H. R. Parker, Vermilion..		35		20		34	127	30	846	3,867	4,713
F. L. Aylesworth, Olds .		6		6		16	93	4½	1,115	2,210	3,325
A. Hartley, Castor..		30		4		29	88	11½	1,169	3,130	4,299

CITY AND TOWN DISTRICTS.

PUBLIC SCHOOLS.

No.	NAME OF DISTRICT	Depts.	PRINCIPAL	Cert.	SALARY	Enrolment
7	Edmonton	70	Fred S. Carr	1st	$1,900.00	3,998
19	Calgary..	160	W. G. Carpenter, B.A	1st	1,900.00	5,800
47	Macleod..	9	A. E. Torrie	1st	1,500.00	375
51	Lethbridge	34	D. Andrews	1st	1,600.00	1,601
76	Medicine Hat.	26	Wm. E. Hay. ..	1st	1,800.00	1,205
91	Fort Saskatchewan	4	L. D. Von Iffland	1st	1,200.00	176
103	Gleichen.	3	A. M. Cronkhite.	1st	900.00	103
104	Red Deer. .	11	G. W. McKenzie.	1st	1,700.00	563
121	Pincher Creek. .	4	K. P. Stewart	1st	1,140.00	203
142	Cochrane. .	2	J. E. Laird..	1st	900.00	75
144	High River	9	C. W. Brown.	1st	1,200.00	340
178	Okotoks.	5	Jas. A. Davidson	2nd	1,000.00	185
210	Innisfail	5	A. M. Boyd. .	1st	1,200.00	246
216	Strathcona	24	Geo. A. McKee .	1st	2,000.00	1,328
235	Olds	6	J. Stewart Ross .	1st	1,200.00	253
243	Nelson (Lacombe)	7	N. E. Carruthers .	1st	1,400.00	286
264	Wetaskiwin	13	J. J. Stapleton .	1st	1,600.00	677
297	Leduc	3	R. M. Watt .	1st	1,000 00	177
423	Ponoka .	5	Geo. Marion .	1st	1,200.00	268
457	Cardston .	10	Jas. W. Low	1st	1,300.00	450
620	Magrath.	9	De Voe Woolf.	1st	1,000 00	365
628	Blairmore..	4	Ada W. Turner.	1st	900.00	216
647	Galt (Sterling) .	5	A. W. Tancock	2nd	900 00	212
652	Didsbury.	4	Earl C. Topliff	1st	1,050 00	187
700	Raymond .	10	J. J. Baker	1st	1,100.00	481
730	Nanton . .	4	H. C. McKay .	2nd	1,080.00	228
764	Claresholm	6	H. W. Brownlee	1st	1,500.00	235
892	Irvine .	2	A. M. Roddick	1st	780 00	124
933	Taber	8	L. E. Lynd.	1st	1,100.00	368
1216	Coleman	5	T. N. Cruickshank	2nd	1,200.00	260
1289	Granum.	3	F. H. Butcher	1st	1,000.00	98
1315	Camrose.. . .	7	J. W. Russell	2nd	1,380 00	300
1446	Vermilion Centre	4	A. Hartley .	1st	1,200 00	206
1475	Stettler .	7	M. D. Nelson.	1st	1,500 00	303
1480	New Vegreville	5	C. H. Newland	1st	1,200 00	332
1539	Daysland	2	E. B. Asselstine	1st	1,000.00	102
1587	Strathmore.... .	3	H. L. Albright	1st	1,000.00	194
1638	Stony Plain Village	1	B. R. Empey	2nd	840.00	76
1658	Wainwright	3	W. J. McLean	1st	1,400.00	174
1659	Hardisty	2	A. H. MacLachlan	2nd	900 00	129
1883	Bow Island.. ..	2	Jean Gilchrist	2nd	720.00	118
1939	Tofield Village	4	Jas. A. Younie	1st	1,200 00	237
2131	Bassano	2	M. M. Golden	2nd	900.00	112
2194	Castor	5	W. H. Howard. .	1st	1,100 00	378
2298	Edson ..	1	D. H. Lent . .	1st	900.00	111

ROMAN CATHOLIC SEPARATE SCHOOLS.

1	Calgary	10	Sr. M. E. McNamara . .	1st	$1,000 00	510
7	St. Joachim (Edmonton)	15	Sr. M. J. Quigley. .	1st	1,000.00	667
8	Holy Cross (Macleod) ..	1	Mary Coffey. ...	3rd	720 00	19
9	Lethbridge..	6	Sr. M. E. Byers	3rd	960 00	374
12	St.Anthony(Strathcona)	3	Mary C. Benn. .. .	2nd	780.00	159
15	Sacred Heart (Wetas'n)	2	Sr. St. P'r Damien	1st	660 00	66
16	St. Martin (Vegreville) .	3	Anna M. Doyle .. .	2nd	800 00	87
17	North Red Deer.....	2	Irene M. Kelly	1st	720 00	84
18	St. Michaels (Pin. Cr'k)	2	Sr. M. Bonneur .	2nd	660 00	132

CITY AND TOWN DISTRICTS—*Continued.*

ROMAN CATHOLIC PUBLIC SCHOOLS.

No.	NAME OF DISTRICT	Depts.	PRINCIPAL	Cert.	SALARY	Enrolment
3	St. Albert	4	E. M. Le Blanc	2nd	$800 00	190
35	Thibault (Morinville) .	1	Sr. H. Fortier .	1st	825.00	69

PROTESTANT SEPARATE SCHOOL.

1	Morinville . .	1	Annie Ottewell	2nd	$720.00	17

ATTENDANCE IN TOWN AND CITY SCHOOLS.

PUBLIC SCHOOLS.

No.	NAME OF DISTRICT	ENROLLED	AVERAGE ATTENDANCE	Percentage of Attendance
7	Edmonton	3,998	2,288.66	57.24
19	Calgary	5,800	3,471.07	59.84
47	Macleod	375	226.15	60.30
51	Lethbridge	1,601	897.86	56.08
76	Medicine Hat	1,205	687.42	57.04
91	Fort Saskatchewan	176	106.33	60.41
103	Gleichen	103	77.04	74.79
104	Red Deer	563	335.30	59.55
121	Pincher Creek	203	118 60	58.42
142	Cochrane	75	39.22	52.29
144	High River	340	195.63	57.53
178	Okotoks	185	108,90	58.86
210	Innisfail	246	136 20	55.36
216	Strathcona	1,328	733.58	55.23
235	Olds	253	165.82	65.54
243	Nelson (Lacombe)	286	192.35	67.25
264	Wetaskiwin	677	364.30	53.81
297	Leduc	177	101.16	57.15
423	Ponoka	268	165.23	61.65
457	Cardston	450	234.36	52.08
620	Magrath	365	191.06	52.34
628	Blairmore	216	117.36	54.33
647	Galt (Sterling)	212	105.64	49.83
652	Didsbury	187	110.91	59.31
700	Raymond	481	267.14	55.53
730	Nanton	228	117.14	51.37
764	Claresholm	235	132.37	56.32
892	Irvine	124	47.54	38.33
933	Taber	368	212.00	57.60
1216	Coleman	260	181.41	69.77
1289	Granum	98	55.19	56.31
1315	Camrose	300	159.76	53.25
1446	Vermilion Centre	206	96.18	46.68
1475	Stettler	303	177.76	58.66
1480	New Vegreville	332	155.04	46.69
1539	Daysland	102	45.70	44.80
1587	Strathmore	194	73.49	37.88
1638	Stony Plain Village	76	38.75	50.98
1658	Wainwright	174	84.84	48.75
1659	Hardisty	129	58.18	45.10
1883	Bow Island	118	43.83	37.14
1939	Tofield Village	237	117.36	49.51
2131	Bassano	112	54.32	48.50
2194	Castor	378	122.03	32.28
2298	Edson	111	30.00	26.02

ROMAN CATHOLIC SEPARATE SCHOOLS.

1	Calgary	510	283.71	55.62
7	St. Joachim (Edmonton)	667	368.77	55.28
8	Holy Cross (Macleod)	19	4.98	26.21
9	Lethbridge	374	180.13	48.16
12	St. Anthony (Strathcona)	159	79.90	50.25
15	Sacred Heart (Wetaskiwin)	66	47.79	72.40
16	St. Martin (Vegreville)	87	49.77	57.20
17	North Red Deer	84	27.43	32.65
18	St. Michael's (Pincher Creek)	132	45.88	34.75

ROMAN CATHOLIC PUBLIC SCHOOLS.

3	St. Albert	190	109.56	57.66
35	Thibault (Morinville)	69	36.18	52 43

PROTESTANT SEPARATE SCHOOL.

1	Morinville	17	12.46	73.29

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1911.

NAME	NO.	Date of erection	Gen. location Tp.	Rg.	M	SECRETARY
Ferintosh....	2345	Jan. 9	43	21	4	W.W.Asheton-Smith, Ferintosh.
			44	21	4	
Fairydell.....	2346	Jan. 9	58	24	4	Samuel Cyr, Fairydell.
Angle Lake.....	2347	Jan. 9	55	7	4	W. A. Hannah, Angle Lake.
Netherby.....	2348	Jan. 9	33	13	4	Jas. W. Taylor, Garden Plain.
Sunny Alberta..	2349	Jan. 9	23	13	4	W. L. Stewart, Fieldholme.
			24	14	4	
High Vale.....	2350	Jan. 9	51	4	4	J. T. Quigg, High Vale.
			52	4	4	
New Bliss.....	2351	Jan. 9	31	7	4	Joseph Loree, Wiste.
			31	8	4	
Five Lakes.....	2352	Jan. 9	57	2	5	W. W. Trewin, Dunstable.
			58	2	5	
Redwater River....	2353	Jan. 9	58	23	4	S. Gill, Waugh.
			59	24	4	
Snake Lake.....	2354	Jan. 24	34	20	4	H. E. Trimble, Big Valley.
Long Bottom.....	2355	Jan. 24	9	23	4	P. H. Tolley, Pearce.
			10	24	4	
Willow Lake.....	2356	Jan. 24	10	5	4	H. C. Reish, Bulls Head.
			10	6	4	
Grande Prairie.....	2357	Feb. 9	71	5	6	W. A. Rae, Grande Prairie.
			72	6	6	
Albert.....	2358	Feb. 9	47	8	4	Herbert Oakley, Orbindale.
			48	9	4	
Heimdal.....	2359	Feb. 9	48	23	4	A. Heller, Millet.
			49	23	4	
Larson.....	2360	Feb. 9	45	10	4	Milton Hardy, Irma.
Hammer Hill ...	2361	Feb. 9	23	23	4	J. P. Inman, Gleichen.
Big Prairie.....	2362	Feb. 9	30	4	5	J. P. Griffiths, Big Prairie.
			30	5	5	
Bullpound.....	2363	Feb. 9	29	14	4	Jacob Wiederrich, Handhills
			30	15	4	
Bronson.....	2364	Feb. 9	44	9	4	E. G. Stokes, Hardisty.
			44	10	4	
Asdee.....	2365	Feb. 9	34	17	4	Patrick Hayes, Gopher Head.
			35	18	4	
Gough Lake..	2366	Feb. 9	35	17	4	Ira D. Taylor, Leo.
			36	18	4	
Golden Sheaf.....	2367	Feb. 9	11	8	4	A. D. Leffel, Whitla.
			12	8	4	
Lenox.....	2368	Feb. 24	28	22	4	G. Appleyard, Carbon.
			29	22	4	
Sweet Valley.....	2369	Feb. 24	15	19	4	J. Taylor, Sweet Valley.
Peerless.....	2370	Feb. 24	19	8	4	W. M. Brown, Carlstadt.
Sanderville.....	2371	Feb. 24	34	6	4	J. H. Gillman, Sanderville.
			35	6	4	
Lydia.....	2372	Feb. 24	24	11	4	J. J. Rumohr, Winnington.
Quinte.....	2373	Feb. 24	47	11	4	S. J. Reed, Phillips.
			48	12	4	
Creole Belle.....	2374	Feb. 24	22	12	4	W. S. Dunlop, Steveville.
			23	13	4	
Eastervale.....	2375	Feb. 24	39	8	4	Lewis Qualley, Hughenden.
			40	8	4	
Bannockburn.....	2376	Feb. 24	30	11	4	A. W. Colbert, Richdale.
Little Horseguard.	2377	Feb. 24	38	5	5	J. B. Olson, Evarts.
			38	6	5	
Owens.....	2378	Feb. 24	6	17	4	Ole O. Grover, Stirling.
			7	18	4	
Bradley-Gerke.	2379	Feb. 24	4	10	4	Wm. Bird, Altorado.
			4	11	4	
Phillips.....	2380	Mar. 9	46	11	4	J. Crawford, Phillips.
			47	12	4	
Highfield.....	2381	Mar. 9	7	12	4	H. Cropley, Burdett.
			8	12	4	

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1911—*Continued.*

NAME	NO.	Date of erection	Gen. location Tp.	Rg.	M.	SECRETARY
Viking	2382	Mar. 9	16	10	4	H. L. Wanvig, Carlstadt
			17	11	4	
Pipe Line	2383	Mar. 9	13	9	4	W. J. Cleave, Suffield
Orlando	2384	Mar. 9	32	16	4	J. A. Borel, Dowling Lake
Avalon	2385	Mar. 9	3	9	4	R. R. Paul, Avalon.
Fertile Valley	2386	Mar. 9	31	24	4	G. Beattie, Three Hills.
			31	25	4	
Glen Bank	2387	Mar. 9	42	16	4	J. Brausen, Daysland.
			43	17	4	
Rockford	2388	Mar. 9	11	11	4	J. Sandy, Burdett.
			11	12	4	
Morning Star	2389	Mar. 9	9	12	4	A. Peterson, Grassy Lake.
			10	13	4	
Bellgrove	2390	Mar. 9	36	24	4	G. W. Griswold, Balermo.
			37	24	4	
Whitby	2391	Mar. 9	50	6	5	J. Jenkins, Tomahawk.
Turtle	2392	Mar. 9	32	23	4	F. Volentine, Trochu.
Crowfoot	2393	Mar. 9	24	23	4	H. G. Scheer, Strathmore.
			24	24	4	
Bridgend	2394	Mar. 25	9	22	4	A. Morrison, Kipp.
Jasper Place	2395	Mar. 25	52	25	4	C. Saunders, Jasper Place,
			53	25	4	Edmonton.
Philo	2396	Mar. 25	32	6	4	W. H. Riddle, Wiste.
			33	7	4	
Highland View	2397	Mar. 25	40	7	4	S. Lindskoog, Hughenden.
			40	8	4	
White Rose	2398	Mar. 25	30	19	4	W. Jacobs, Munson.
			31	20	4	
Circle	2399	Mar. 25	12	21	4	J. Flatebo, Barrhill.
Slawa	2400	Mar. 25	53	8	4	M. Dymtriunce, Maughan.
			54	8	4	
West Side	2401	Apr. 10	28	1	4	N. E. Eby, Alsask, Sask.
Lakemere	2402	Apr. 10	53	1	5	R. Winter, Heatherdown.
			54	1	5	
Freda	2403	Apr. 10	33	7	4	Carl Leaf, Wiste.
			33	8	4	
Golden Hill	2404	Apr. 10	30	14	4	J. Wiederrich, Handhills.
			30	15	4	
Krauss	2405	Apr. 10	10	4	4	L. Heather, Norton.
Cormorant	2406	Apr. 10	12	8	4	E. Knutson, Whitla.
			13	9	4	
White Mud Creek	2407	Apr. 10	59	17	4	R. Fletcher, Lamont.
			60	18	4	
Ruthenia	2408	Apr. 10	58	16	4	N. Gologhan, Smoky Lake.
			59	17	4	
Uhyrn	2409	Apr. 10	53	8	4	F. Pliszka, Myrnam.
			54	9	4	
Czar	2410	Apr. 25	40	6	4	Thomas Dahl, Czar.
Neighbor View	2411	Apr. 25	7	11	4	T. W. Lane, Burdett
			7	12	4	
Hilda	2412	Apr. 25	18	1	4	G. Neumiller, Hilda.
			18	2	4	
Midvale	2413	Apr. 25	36	12	4	J. Barnhard, Haneyville.
			37	12	4	
Richdale	2414	Apr. 25	45	3	4	W. Moore, Edgerton.
			46	3	4	
Knowledge	2415	Apr. 25	37	5	5	Fred Schacht, Stauffer.
			38	5	5	
Brainard	2416	Apr. 25	31	12	4	W. Brainard, Richdale.
			32	11	4	
Earltown	2417	Apr. 25	30	15	4	Horace Payne, Copeville.
Park Court	2418	Apr. 25	54	6	5	C. Schultz, Park Court.
			55	7	5	

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1911—*Continued.*

NAME	NO.	Date of erection	Gen. location Tp.	Rg.	M	SECRETARY
Waskatemow	2419	Apr. 25	59	19	4	J. Armstrong, Pine Creek.
			59	20	4	
Rosebud Creek	2420	Apr. 25	27	21	4	J. Clark, Rosebud Creek.
Ballman	2421	May 10	8	12	4	Leo. Hamel, Burdett.
			9	12	4	
Rolling Prairie	2422	May 10	16	20	4	J. Rodgers, Brunetta.
Headley	2423	May 10	5	5	4	J. Heikkila, Minda.
			6	6	4	
Horse Haven	2424	May 10	38	6	4	E. E. Smith, Czar.
			39	7	4	
Claysmore	2425	May 10	50	7	4	Wm. Steele, Claysmore.
			51	8	4	
Wheatsheaf	2426	May 10	33	1	4	J. Stokoe, Wilhelmina.
			33	2	4	
Lake Thelma	2427	May 10	35	12	4	C. Woodford, Lake Thelma.
			35	13	4	
Craigantler	2428	May 10	24	22	4	G. Green, Gleichen.
			24	23	4	
Parr	2429	May 10	28	14	4	A. J. Campbell, Parr.
			29	15	4	
Glenholm	2430	May 10	45	9	4	Wm. Riley, Irma.
Battersea	2431	May 10	10	20	4	R. C. Moss, Iron Springs.
			11	21	4	
MacRae	2432	May 10	54	26	4	K. McGillis, Ray.
			55	27	4	
Plain Valley	2433	May 10	20	25	4	F. Thurber, Dinton.
			20	26	4	
Laughlin	2434	May 10	28	7	4	A. Aitken, Chinook.
			28	8	4	
Irma	2435	May 10	45	9	4	W. B. Peterson, Irma.
			46	9	4	
Chub	2436	May 10	14	10	4	D. A. Leitch, Carlstadt.
			15	10	4	
Hollandale	2437	May 11	9	25	4	G. R. Leighton, Macleod.
			10	25	4	
River Bend	2438	May 10	20	9	4	D. Christie, Carlstadt.
Verburg	2439	May 10	1	14	4	E. J. Thompson, Coutts.
			2	14	4	
West Lethbridge Central	2440	May 10	8	22	4	J. E. Bailey, Lethbridge.
			9	23	4	
Seaforth	2441	May 25	41	13	4	F. Vincett, Grainland.
			41	14	4	
Hutton	2442	May 25	24	14	4	A. C. Hutton, Hutton.
			24	15	4	
Long View	2443	May 25	6	8	4	D. Morris, Winnifred.
			6	9	4	
Sandhill	2444	May 25	51	26	4	E. Schierholtz, Spruce Grove.
			53	27	4	
White Star	2445	May 25	30	20	4	T. Harmon, Munson.
			31	20	4	
Kelvindale	2446	May 25	32	17	4	G. B. Schultz, Lillico.
Hyssop	2447	May 25	9	20	4	W. A. Hamilton, Lethbridge.
			10	21	4	
Denant	2448	May 25	47	19	4	O. Olson, Pretty Hill.
			48	20	4	
Crystal Lake	2449	May 25	8	20	4	J. T. Ingram, Crystal Lake.
			9	21	4	
Jarrow	2450	May 25	45	10	4	R. R. Ball, Jarrow.
			46	10	4	
Blue Grass	2451	May 25	18	9	4	John Lahd, Carlstadt.
River Valley	2452	May 25	10	16	4	E. J. Franken, Taber.
			11	17	4	
Lavesta	2453	May 25	43	3	5	Ian Macdonald, Rimbey.
			43	4	5	

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1911—*Continued.*

NAME	NO.	Date of erection	Gen. location Tp.	Rg.	M	SECRETARY
Woody Nook	2454	June 10	40	27	4	W. J. Meinzinger, Weisville.
			40	28	4	
Fettig	2455	June 10	9	13	4	J. R. Swelander, Grassy Lake.
Jefferson	2456	June 10	1	23	4	A. C. Drake, Kimball.
			2	24	4	
Brownsdale	2457	June 10	9	12	4	H. R. Gregg, Burdett.
			10	12	4	
Morgan	2458	June 10	41	8	4	C. P. Setter, Hardisty.
			42	9	4	
Clarinda	2459	June 10	1	13	4	C. E. Coover, Clarinda.
			1	14	4	
Antonio	2460	June 10	9	14	4	E. T. Westlake, Purple Springs.
			10	14	4	
Three Hill Ridge	2461	June 10	32	23	4	J. H. Thomas, Trochu.
			32	24	4	
Beeman	2462	June 10	28	25	4	P. Green, Acme.
Kirkwall	2463	June 10	27	5	4	C. M. Coote, Excel, Alsask.
			28	5	4	
Heath	2464	June 10	44	4	4	G. A. Hunt, Heath.
			44	5	4	
Dolcy	2465	June 10	41	4	4	G. T. Scott, Dolcy.
			42	5	4	
Leighton	2466	June 10	59	2	5	A. W. Smith, Paddle River.
			59	3	5	
Hartlip	2467	June 10	40	55	4	M. W. Skinner, Metiskow.
Lawrence	2468	June 10	33	9	4	R. H. Tanner, Ensleigh.
Prospy	2469	June 10	7	8	4	A. G. Kendall, Winnifred.
			8	9	4	
Clovelly	2470	June 10	49	8	4	A. J. W. Scott, Mannville.
			50	8	4	
Glenreagh	2471	June 10	59	3	5	N. Redmayne, Paddle River.
			60	4	5	
Drumheller	2472	June 26	28	19	4	T. B. Greentree, Drumheller.
			29	20	4	
Tawatinaw	2473	June 26	65	22	4	Chas. Cowlin, Kinnoull.
Bollard	2474	June 26	12	7	4	H. Bergman, Seven Persons.
Burdock	2475	June 26	15	18	4	Ole Fosmark, Wheat Centre.
			16	18	4	
Breezelawn	2476	June 26	12	7	4	G. Dubeau, Bowell.
			13	8	4	
Fultonvale	2477	June 26	51	22	4	John Whitla, Strathcona.
			51	23	4	
Knoll	2478	June 26	30	18	4	Jas. Savage, Delia.
			31	19	4	
Flat Valley	2479	Jpne 26	18	1	4	John Kienzle, Hilda.
Roseneath	2480	June 26	58	11	4	S. H. Anning, Saddle Lake.
			59	12	4	
Elmer	2481	June 26	29	16	4	F. Tadman, Hand Hills.
			30	16	4	
Deer Creek	2482	June 26	44	27	4	S. L. Johnson, Chesterwold.
			44	28	4	
Skowiatyn	2483	July 10	56	17	4	Robert Fletcher, Lamont.
			57	18	4	
Nightingale	2484	July 10	25	25	4	H. Carleton, Strathmore.
Greenore	2485	July 10	35	7	4	T. F. Carolan, Valleyjo.
			35	6	4	
Craigton	2486	July 10	29	20	4	James Russell, Munson.
Zora	2487	July 10	54	7	4	T. Bykoski, Maughan.
			55	8	4	
Amos	2488	July 10	11	7	4	J. Amos, Medicine Hat.
Cooke	2489	July 10	29	19	4	J. T. Cooke, Munson.
			30	19	4	
Golden West	2490	July 10	17	7	4	S. Boyd, Carlstadt.
			17	8	4	

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1911—*Continued.*

NAME	NO.	Date of erection	Gen. location Tp.	Rg.	M	SECRETARY
Wealthy	2491	July 10	51	8	4	W. E. Scott, Wealthy.
			52	9	4	
Coulee Bank	2492	July 10	6	10	4	T. Barrows, Bow Island.
			7	10	4	
Bruno	2493	July 10	51	10	4	D. S. Kiminski, Innisfree.
			52	10	4	
Giles	2494	July 10	46	4	4	J. Moore, Gilt Edge.
			47	4	4	
Elwood	2495	July 10	23	23	4	H. B. Brown, Strathmore.
			24	23	4	
King's Lake	2496	July 10	4	12	4	B. J. Carrington, Lucky Strike.
			5	12	4	
Corinne	2497	July 10	34	13	4	F. Kennedy, Garden Plain.
			34	14	4	
Fritzhill	2498	July 10	36	19	4	G. Stotts, Stettler.
			37	19	4	
Rainbow	2499	July 24	27	9	4	J. B. Lynn, Stoppington.
			28	10	4	
Quiet Nook	2500	July 24	57	13	4	E. H. Turner, Sacred Heart.
			58	14	4	
Goderich	2501	July 24	27	27	4	F. B. Edwards, Irricana.
			28	27	4	
Hope Valley	2502	July 24	46	4	4	Alva Reed, Wainwright.
			46	5	4	
High Valley	2503	July 24	20	8	4	F. Crooks, Welsdale.
Sunalta	2504	July 24	6	11	4	H. O. Gillrie, Bow Island.
			7	11	4	
Dana	2505	July 24	24	22	4	J. Myrther, Gleichen.
			25	22	4	
Allister	2506	July 24	47	1	4	W. H. Howe, Rivercourse.
Hilltop	2507	July 24	53	5	5	J. Jones, Gainford.
			54	6	5	
Stry	2508	July 24	59	13	4	Z. Mikitka, Stry.
Sunnynook	2509	July 24	27	13	4	E. Robertson, Sunnynook.
Sexton Creek	2510	July 24	1	14	4	G. H. Roberts, Coutts.
Wavy Plain	2511	July 24	28	3	4	Scott Douglas, Alsask, Sask.
Lancaster	2512	July 24	7	9	4	F. W. Harden, Bow Island.
			8	10	4	
Morrin	2513	July 24	31	20	4	G. Parry, Morrin.
Golden Valley	2514	July 24	48	1	4	G. J. Evans, Rising Sun.
Haydon	2515	July 24	46	14	4	R. W. Ash, Wavy Lake.
Cheadle Buttes	2516	July 24	25	25	4	F. E. Aubrey, Strathmore.
			25	26	4	
Industry	2517	Aug. 10	15	1	4	E. N. White, Schuler.
			16	2	4	
Saskatoon Lake	2518	Aug. 10	72	8	6	Jas. McFarlane, Beaver Lodge
Gooseberry Lake	2519	Aug. 10	33	11	4	J. B. Renn, Garden Plain.
			34	12	4	
Osborne	2520	Aug. 10	19	9	4	J. J. Osborne, Carlstadt.
			19	10	4	
Blair	2521	Aug. 10	29	17	4	O. B. Richardson, Lawsonburg.
Herbert Spencer	2522	Aug. 10	27	27	4	F. B. Scribner, Irricana.
Polonia	2523	Aug. 10	18	9	4	L. C. Furey, Carlstadt.
			19	9	4	
Mapleine	2524	Aug. 10	26	9	4	H. Smelser, Big Stone.
			26	10	4	
Solon	2525	Aug. 10	32	13	4	F. Whaley, Garden Plain.
			32	14	4	
Peace River Crossing	2526	Aug. 10	..	..	.	J. P. Gaudet, Peace River Crossing.
Bushland	2527	Aug. 10	53	11	4	G. Franko, Bushland.
Miroslowna	2528	Aug. 10	52	10	4	Mike Hiwerko, Innisfree.
			52	11	4	

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NAME	NO.	Date of erection	Gen. location Tp.	Rg.	M	SECRETARY
Kitchener	2529	Aug. 10	21	12	4	J. G. Vosburgh, Steveville.
			22	12	4	
Kinnaird	2530	Aug. 10	49	3	4	W. J. Barber, Kitscoty.
Good Cheer	2531	Aug. 10	12	10	4	W. J. Currie, Winnifred.
Irondale	2532	Aug. 10	59	15	4	Wm. Comrie, Wahstao.
Bryant	2533	Aug. 25	23	3	4	F. J. Cowling Alsask, Sask.
			24	3	4	
Mamaestie	2534	Aug. 25	55	11	4	P. Taschuk, Brosseau.
			56	11	4	
Berenice	2535	Aug. 25	15	4	4	J. B. Snyder, M.D., Medicine H't
Killarney	2536	Aug. 25	42	1	4	L. Borregaard, Chauvin.
			42	2	4	
Elba	2537	Aug. 25	28	27	4	G. H. Huser, Crossfield.
			28	28	4	
Fry	2538	Aug. 25	26	15	4	E. F. Fry, Lonbutte.
			27	15	4	
Abelein	2539	Aug. 25	12	3	4	N. E. Elsworth, Irvine.
Indian Rock	2540	Aug. 25	1	12	4	H. Darling, Coutts.
			1	13	4	
Six-Six	2541	Aug. 25	5	6	4	Axel Mattson, Manyberries.
			6	6	4	
Remainder	2542	Aug. 25	6	11	4	T. H. Walker, Burdett.
			7	12	4	
Carlshill	2543	Aug. 25	13	17	4	J. A. Harris, Taber.
			13	18	4	
Black Hill	2544	Aug. 25	37	4	4	G. Pollock, Cadogan.
			38	5	4	
Winning Way	2545	Aug. 25	35	20	4	A. D. McFadden, Big Valley.
			36	20	4	
Greenridge	2546	Aug. 25	33	20	4	R. M. Kennedy, Rumsey.
			34	20	4	
Leland	2547	Aug. 25	25	12	4	E. C. Iddins, Hutton.
Grassy Butte	2548	Aug. 25	1	10	4	H. E. Anderson, Coutts.
Highland Park	2549	Sept. 11	28	1	4	H. L. Paterson, Alsask, Sask.
			29	1	4	
Science	2550	Sept. 11	40	4	4	W. Norcott, Metiskow.
Little Gem	2551	Sept. 11	31	7	4	J. Wilkinson, Wiste.
			32	7	4	
Minor	2552	Sept. 11	33	5	4	G. Earle, Sanderville.
			34	5	4	
Longsdale	2553	Sept. 11	29	5	4	J. C. Cotterell, Cereal.
			29	6	4	
Flowery Plain	2554	Sept. 11	6	9	4	J. Robinson, Bow Island.
Charles	2555	Sept. 11	5	9	4	J. C. Sullivan, Altorado.
			5	10	4	
Chin	2556	Sept. 11	9	19	4	J. Bacon, Chin.
			9	18	4	
Manthano	2557	Sept. 11	37	18	4	J. Harberson, Stettler.
			38	18	4	
Clover Valley	2558	Sept. 11	59	25	4	M. O'Brien, Hay Creek.
			59	26	4	
Young Maiden	2559	Sept. 11	5	11	4	H. Jenson, Webber.
Wildflower	2560	Sept. 11	30	5	4	R. O. Morrow, Wiste.
			31	5	4	
St. Elmo	2561	Sept. 25	32	8	4	N. L. Switzer, Ensleigh.
			32	9	4	
McCann	2562	Sept. 25	30	10	4	F. McCann, Richdale.
			31	11	4	
Ensign	2563	Sept. 25	17	25	4	L. H. Chapman, Ensign.
			18	26	4	
Burmis	2564	Sept. 25	7	2	5	W. Graham, Burmis.
			7	3	5	

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1911—*Continued.*

NAME	NO.	Date of erection	Gen. location Tp.	Rg.	M	SECRETARY
Bingley	2565	Sept. 25	40	5	5	S. A. Larsgard, Bingley.
			40	6	5	
Cessford	2566	Sept. 25	23	12	4	G. Doetdmann, Cessford.
Grouard	2567	Sept. 25	..	..	.	W. B. L. Donald, M.D., Grouard.
Schottland	2568	Sept. 25	31	9	4	G. Wilson, Reist.
			31	10	4	
Burns	2569	Sept. 25	32	10	4	M. L. Hoover, Youngstown.
Ione	2570	Sept. 25	34	5	4	G. Ryckman, Valleyjo.
Bashaw	2571	Sept. 25	41	21	4	J. A. Windsor, Bashaw.
			42	44	4	
Collholme	2572	Sept. 25	27	7	4	J. H. Bury, Collholme.
			28	8	4	
Glen Banner	2573	Sept. 25	6	7	4	W. Rigney, Glen Banner.
			7	7	4	
Parkside	2574	Sept. 25	54	20	4	R. Reid, Fort Saskatchewan.
Majestic	2575	Sept. 25	32	18	4	S. Wylie, Victor.
			33	18	4	
Saltaux	2576	Sept. 25	47	8	4	A. Curtis, Cummings.
			48	8	4	
Medicine Valley	2577	Oct. 10	40	4	5	M. E. Engen, Gilby.
			41	5	5	
Gainford	2578	Oct. 10	53	5	5	R. Smith, Gainford.
			53	6	5	
Corners	2579	Oct. 10	21	10	4	S. Bradshaw, Cravath Corners.
			22	11	4	
Buczacz	2580	Oct. 10	52	11	4	S. Wusyk, Bushland.
			53	11	4	
Braes O'Benachie	2581	Oct. 25	51	9	4	A. Allenach, Mannville.
Wagner	2582	Oct. 25	3	7	4	J. Wagner, Pendant D'Oreille.
			4	8	4	
Luxemburg	2583	Oct. 25	38	2	4	L. Knudson, Provost.
Clover Hill	2584	Oct. 25	12	1	4	J. Zwick, Irvine.
			12	2	4	
Fairacres	2585	Oct. 25	29	4	4	E. N. Charbonneau, Fairacres.
			30	4	4	
Sounding Lake	2586	Oct. 25	35	4	4	A. C. Beamer, Sounding Lake.
Donalda	2587	Oct. 25	41	18	4	C. Otteson, Donalda.
			42	19	4	
Centrepoint	2588	Oct. 25	31	13	4	W. H. Giltner, Garden Plain.
Lucky Strike	2589	Nov. 9	3	11	4	S. J. Hughson, Lucky Strike.
			3	12	4	
Confluence	2590	Nov. 9	39	7	5	F. B. Williams, Prairie Grange.
Wolia	2591	Nov. 9	53	13	4	W. Najdziak, Warwick,
			54	13	4	
Webster	2592	Nov. 9	28	6	4	C. M. Wold, Cereal.
			29	6	4	
Broadlands	2593	Nov. 10	28	4	4	J. E. Wright, Excel.
			28	5	4	
Lundgren	2594	Nov. 10	43	27	4	S. J. Denel, Bismark.
			44	28	4	
Sylvan Lake	2595	Nov. 25	38	1	5	C. P. Rutter, Sylvan Lake.
			39	1	5	
Holyrood	2596	Nov. 25	51	3	4	W. J. McGowan, Islay.
			51	4	4	
Grain	2597	Nov. 25	1	11	4	J. A. Dangerfield, Coutts.
Frog Lake	2598	Nov. 25	56	3	4	A. B. Allen, Frog Lake.
			56	4	4	
Maxville	2599	Nov. 25	11	9	4	J. Claussen, Winnifred.
			12	10	4	
Jumbo Hill	2600	Nov. 25	53	1	4	William H. Lemley, Leighton.
Botha	2601	Nov. 25	38	18	4	W. F. Eyestone, Botha.
			39	18	4	
Princeton	2602	Nov. 25	32	16	4	N. G. A. Kellgren, Dowling Lake

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1911—*Continued.*

NAME	NO.	Date of erection	Gen. location Tp.	Rg.	M	SECRETARY
Peace Valley	2603	Dec. 11	33	11	4	Ewell Peace, Sounding Creek.
Cresthill	2604	Dec. 11	42	2	4	John Dallyn, Jr., Ribstone.
			43	3	4	
Cowan	2605	Dec. 11	34	13	4	E. Owens, Sullivan Lake.
			35	14	4	
Arthurdale	2606	Dec. 11	37	12	4	C. M. Fairbrother, Lindsville.
			38	13	4	
Lonbutte	2607	Dec. 11	27	15	4	P. J. Job, Lonbutte.
Sentinel	2608	Dec. 11	32	17	4	Wm. Bicknell, Delia.
			32	18	4	
Hoskin	2609	Dec. 26	18	8	4	John Coffin, Hoskin.
			18	9	4	
Hills Green	2610	Dec. 26	31	21	4	A. Bagshaw, Morrin.
Fairdale	2611	Dec. 26	28	1	4	P. F. Mullaney, Alsask, Sask.
			28	2	4	
Morning Glory	2612	Dec. 26	29	19	4	F. N. Rinehart, Drumheller.
			30	20	4	
Krasnahora	2613	Dec. 26	53	9	4	Wm. Romaniuk, Myrnam.
			54	10	4	
Sherentz	2614	Dec. 26	54	10	4	E. Soloniuk, Naughton Glen.
Stimson	2615	Dec. 26	26	6	4	Jas. Rasmusson, Clemens.
			27	7	4	
Ramsey	2616	Dec. 26	44	20	4	W. M. Ferguson, New Norway.
			45	20	4	
Starland	2617	Dec. 26	32	18	4	George Giles, Delia.
Lakesend	2618	Dec. 26	38	8	4	F. Hubbard, Lakesend.
Rainier	2619	Dec. 26	49	3	5	Oscar Anderson, Telfordville.
			50	3	5	
Crescent	2620	Dec. 26	12	17	4	John S. Atkinson, Taber.
Leszniw	2621	Dec. 26	52	10	4	John Pszyk, Innisfree.
			53	11	4	
Lothian	2622	Dec. 26	32	7	4	John Wright, Wiste.
			32	8	4	
Neidpath	2623	Dec. 26	9	18	4	W. F. Kemper, Barnwell.
			10	18	4	

PART II.

SPECIAL REPORTS

I.

ALBERTA NORMAL SCHOOL.

REPORT OF DR. COFFIN,

ACTING PRINCIPAL NORMAL SCHOOL, CALGARY.

HON. C. R. MITCHELL, B.A., B.C.L.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the sixth annual report of the Provincial Normal School at Calgary.

The usual sessions were held during the year 1911, the first from January 3rd to April 28th, and the second from August 27th to December 22nd. The attendance is shown in the following table:

ATTENDANCE FOR 1911.

	FIRST CLASS			SECOND CLASS			TOTALS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
First Session...	15	19	34	29	45	74	44	64	108
Second Session.	19	28	47	13	80	93	32	108	140
Totals for year.	34	47	81	42	125	167	76	172	248

The various standings on which these students were admitted are as follows:

Alberta.

First Class Non-Professional.. 58
Second Class Non-Professional 81

Other Provinces.

First Class Non-Professional... 12
Second Class Non-Professional... 73

British.

First Class Non-Professional..... 11
Second Class Non-Professional..... 13

During the first session, of the first class, three students discontinued the course, twenty-nine were recommended for first class interim certificates, and two for third class certificates; during the second session thirty-four were recommended for first class interim certificates, eleven for third class certificates, and two students discontinued the course. Of the second class, during the first session, sixty received second class interim certificates, nine received third, and five discontinued the course; during the second session, seventy-eight received second class interim certificates, ten received third, and five failed to complete the course.

In the first session of the year the special short course for British teachers was also held for one month, beginning January 10th. Sixteen teachers attended this course, four men and twelve women, two having been granted first class professional standing, and fourteen second class. Inspector Fife, of Edmonton, was the special instructor in charge of this class, and the members of the regular staff assisted by giving instruction in their specialties. The attention of this class was mainly directed to the study of The School Ordinance and Regulations, the Course of Study and such features of the curriculum as might be less familiar to them. The opportunities afforded by this short course, and the appreciation shown by the teachers taking it, show the wisdom of this new departure. The selection of Inspector Fife for this work has been particularly fortunate.

At the close of the first session the following changes in the staff took place: Mr. W. H. Thompson, B.A., resigned from the principalship, and the vice-principal assumed the duties of this office as acting principal; Mr. J. C. Miller, B.Sc., A.M., also resigned, in order to complete his course for the Doctorate of Philosophy in Education at Columbia University; and Miss E. M. Burnett, supervisor of art and primary work, resigned on removal from the province. In July the following appointments were made: Mr. W. G. Carpenter, B.A., Principal of the Calgary High School as instructor in Science, Mr. R. H. Roberts, M.A., of the Edmonton High School staff, as instructor in Mathematics and History of Education, and Mr. A. E. Hutton, of the Owen Sound Collegiate staff, as instructor in Manual Training, Drawing and Writing.

A further extension of the work during the year was the introduction, under the contract with the Strathcona Trust, of a course in Physical Training. Classes were begun in the second session, and a full thirty hours' course was completed before Christmas. Although the work has been necessarily conducted after the regular teaching hours the course has been quite successful, and has on the whole been thoroughly enjoyed by the students. Apart from its value as a part of the teacher training it is of distinct value to the students personally, and our only regret is that our floor space is not larger and better suited for marching and running exercises. Sergeant Instructor Armitage, who has had charge of the classes, has given general satisfaction. Not more than two failures were reported at the final examinations held before the District Officer Commanding. Naturally, since the institution of the scheme in Canada, an increasing number of those who come from the eastern provinces already hold certificates; nevertheless, many of these are glad to repeat the training.

It is a great satisfaction to report that our library is steadily increasing and that the use thereof by the students is becoming more general. Special library periods have been set apart in the weekly programme in order to enable the students to become more freely acquainted with the books and periodicals.

Not to exceed fair limits of space in this report by going further into detail, I feel called upon to mention one specially regrettable condition of things: namely, the weakness of our students in English Composition. Very little can be done in four months, for students of almost mature years, in establishing readiness and correctness in oral and written expression, and the need is therefore urgent that training in practical English, rather more than in the technicalities of rhetoric, be given its full value in the High School course.

The Practice School, under the principalship of Mr. A. E. Torrie, continues to do good work, comparing favourably with the other schools of the city, even under the disadvantage of affording practice, as it did during the year, to no less than two hundred and fifty-one students under training. This burden, however, is much too heavy, and for the sake of both the Normal students and the Practice School pupils further practice facilities are greatly needed. The following changes took place in the Practice School staff during the year: Mr. W. E. Hay, principal, resigned in March to accept the superintendency of the Medicine Hat schools, and was succeeded by Mr. A. E. Torrie, principal of Macleod school; at the close of June, Miss McCulloch of Grade II resigned and was succeeded by Miss Norton of Grade III; Miss Norton's place was taken by Miss Belle Henselwood; Miss Macdonald of Grade V had leave of absence during the second session, and her place was supplied by Miss Alice M. Robertson.

In January Miss Laura H. Jost was appointed secretary and librarian.

No visits were made by members of the staff to teachers' institutes during the year, but considerable time was taken up in connection with the revision of the Course of Studies. On the whole the year has been one of very satisfactory progress, and with a further extension of the work to admit Domestic Science and more practical work in Nature Study and Agriculture, the Normal School will continue to serve more fully the needs not only of the teachers in training directly, but also of the communities in which they are to work.

I have the honour to be, Sir,

Your obedient servant,

E. W. COFFIN,
Acting Principal.

II.

REPORTS OF INSPECTORS.

REPORT OF J. A. FIFE, B.A., M.Sc., EDMONTON INSPECTORATE.

HON. C. R MITCHELL, B.A., B.C.L.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Edmonton Inspectorate for the year ending December 31st, 1911.

There were in this inspectorate at the end of the year eighty-seven schoo districts, eighty-five of these being rural and two urban, namely, those of the City of Edmonton and the Village of St. Albert.

In the city schools there are employed eighty-seven public school teachers, and six High School teachers, four supervisors and a superintendent; an increase of nineteen teachers since the beginning of the year.

In St. Albert there are four teachers, one of whom is doing some High School work; an increase of one teacher since the beginning of the year.

The qualifications of the teachers employed in the inspectorate this year are as follows:

University degree of M.A. and 1st class certificate.....	1
University degree of B.A. and 1st class certificate....	13
University degree of B.Sc. and 1st class certificate..	1
First class certificate without degree.....	29
Second class certificate without degree.....	90
Limited third class certificate.....	20
Permits.....	11

It is gratifying to note that the number of permit teachers is decreasing from year to year, there being twenty-four of them in 1909. The number of third class teachers has increased during the same time from five in 1909 to twenty in 1911; but most of these are experienced teachers from other parts of the Dominion and from the Old Land, and many of them are doing very satisfactory work.

The average salary of teachers in the rural parts of the inspectorate for the year was, approximately, six hundred and sixty dollars per annum, which is a considerable increase over that paid the previous year.

There were organized in the inspectorate, eight districts. The increase has been small in comparison with the large number of new districts in the province; but there is a very good reason for this condition. A large part of the inspectorate is timbered country, and hence settlement is slow and roads, except when frozen, are very

difficult to travel. Most of the people in the newer districts are poor and many of them are compelled to leave their homesteads for six months of the year to earn a little money to enable them to stay on their farms for the balance of the year. It is not an uncommon thing to find men who have been three or four years on their homesteads with not more than ten or fifteen acres under cultivation. It is easy to see, that under such conditions it is very difficult for people to maintain schools; and it touches one's sympathy to find here and there in these sparsely settled districts, families growing up without education. One often hears a mother say that "her one regret since coming to Alberta has been that she cannot send her children to school."

The school buildings throughout this inspectorate are rapidly being improved. In Edmonton the Oliver school, a twelve-roomed building, was opened in February, and the splendid new High School was also opened early in the year. The new McCauley school, also an excellent building, is almost completed, and plans are prepared for at least two other large school buildings.

In St. Albert too a fine four-roomed school has been opened during the year. The character of the school houses in the rural districts is gradually improving but it is to be regretted that often the districts either from lack of knowledge along the line of modern public school construction, or from poor supervision or no supervision at all from an architect, do not get good value for the money they expend in their school building. I am strongly of the opinion that before a district is allowed to raise money by debenture for building a school, plans should be submitted to, and receive the approval of the department. I am satisfied that, if this were done at little or no extra cost a much better lighted, better ventilated and more easily heated class of building would be provided for the ratepayers.

In the rural districts generally, little attention is being paid to the improvement of school grounds. Some of them are not even fenced and only partly cleared and in others which have been cleared and broken, weeds and shrubs are allowed to flourish. I am glad to say, however, that in a few schools in which there are enthusiastic teachers, the school garden has been tried, and in almost every case with satisfactory results.

Most schools have the minimum equipment and many are well supplied with necessary apparatus and have good libraries. The school library, for many families, provides the only available reading matter, other than that found in the ordinary local newspaper.

The most serious drawbacks to progress in the rural schools are, the frequent changes of teachers, the short term schools and irregularity in attendance. No doubt that to a large extent the frequent change of teachers is due to the existence of the short term school, and that the latter is due to a lack of money. The shortage of funds is largely accounted for by the unwillingness or inability of the secretary-treasurer to collect the taxes due the district; he is not willing for very evident reasons to distrain his neighbour's goods. That is, he prefers that the district should in many cases do without school to making an enemy of his neighbour by forcing him to pay his taxes.

The remedy would appear to be a measure of municipal legislation whereby groups of districts would be formed into larger districts

with a common officer for the collection of taxes, who would be more independent of local conditions and who would be held more strictly responsible for the performance of his duties.

Irregularity in attendance is very common in rural districts and hard to overcome. It is very discouraging to the teacher and detrimental to the general progress of the school. In regard to this matter I must say that the parents are seriously to blame. Work on the farm or in the house is given a first place and many parents appear to have the opinion that a day or two away from school each week will not keep a child back very much. The Truancy Act, even as amended in 1910, is a dead letter in most country districts. In the City of Edmonton, on the other hand, it has, in the hands of a faithful officer, worked well.

I am pleased to be able to report improvement in the general quality of the teaching throughout the inspectorate. In the city schools especially, many of the teachers are experts and it would be hard to find a more competent body of people engaged in the profession. With few exceptions, too, the teaching is good in the rural and village districts. This improvement in the teaching body is, to a very considerable extent, due to the good work done by our Provincial Normal School from which we receive each half year a vigourous body of young men and women who, although the course is short, have learned considerable about the importance of education and the best methods of imparting it. They are, at least, equipped to make a good beginning in the schools to which they go and the contrast between them and the entirely untrained teacher is very marked.

Regarding individual subjects I may say that Arithmetic is usually well taught, but more time is spent in the solution of problems in the lower grades than should be devoted to that part of the subject. The result is that too little attention is devoted to drill in accuracy and rapidity in the mechanical Arithmetic.

Writing and drawing are neglected by a considerable number of teachers, generally I think because these teachers do not appreciate the importance of these subjects; but during the year quite a number have been trying the "muscular movement" method in writing and whenever it has been adopted the results have been good. Speaking generally I am of the opinion that even in the best schools in the inspectorate writing does not receive the attention which its importance demands.

Composition, both oral and written, is well taught in the urban schools, and there has been a marked improvement in the formal teaching of the subject over the inspectorate generally.

Manual training and Domestic Science are now important subjects in the Edmonton city schools, and ample provision has been made in the new High School for more advanced teaching of them. Even in the rural districts a beginning is being made in paper folding, paper cutting and modeling in clay or plasticine. In a few schools a little time is devoted to teaching sewing and so far as I have been able to learn, the girls enjoy it and the parents appreciate it.

In the Autumn a very successful convention of the Wetaskiwin, Strathcona and Edmonton inspectorates was held in the City of Strathcona. The papers given were of exceptional merit and the attendance was unusually large. We are indebted to Dr. Dyde

of Robertson College, Dr. Lehmann of the University and Dr. Dunn of Edmonton, for the valuable part of the programme which they contributed.

In conclusion I would say that the educational outlook in the inspectorate is bright. The number of schools is increasing. We are getting more and better qualified teachers. The standard of school building is improving and roads are gradually but slowly getting better.

I have the honour to be, Sir,

Your obedient servant,

J. A. FIFE,
Inspector of Schools.

REPORT OF E. L. HILL, B.A., M.Sc., STRATHCONA INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Strathcona Inspectorate for the year 1911.

This inspectorate extends from Edson in the west to Tofield in the east At the beginning of the year there were one hundred and twenty-five districts or divisions, and at the close of the year there were one hundred and forty-five. The new districts formed have been chiefly in rough country, recently settled, where clearing is difficult and where the resources of the ratepayers are very small. Such districts display a praiseworthy spirit in seeking to secure school advantages for the children.

There has been a marked increase in the attendance in urban schools, so that even new buildings are in many cases crowded. Several new buildings have been erected. Most of these show defects that could have been readily avoided by greater care in planning. Defects in lighting and ventilation are too common, leading to injury to the eyesight and general health of the children. It would appear that a great saving of public money could be effected and the comfort of the children safeguarded by some scheme of departmental approval of plans.

Boards generally display a commendable desire to secure the best equipment possible. There is a growing desire for the most efficient teachers. Many boards have tried to secure male teachers but have found it impossible. It is to be regretted that the number of male teachers in this inspectorate is rapidly decreasing. Salaries are better than last year but are still much lower than in the southern portion of the province. Very few graduates of our Provincial Normal School are at work in this inspectorate, probably not more than ten or twelve. The majority of the teachers have been trained elsewhere. It is pleasing to record the excellence of the work done by the graduates of our Normal School. Though many are young and lacking wide experience, they usually display earnestness, tact and resourcefulness.

Proper attention is being paid to most of the prescribed work. I note an improvement in the handling of English subjects, such as composition in its widest scope. Teachers have welcomed the special efforts of the inspector to assist in making the teaching of English more effective. Since many of our schools have enrolled pupils whose home opportunities for acquiring a proper knowledge of English are either non-existent or very limited, it is highly desirable that stress be laid upon wise teaching in this department.

The school library is much appreciated in many districts. It is gratifying to find children of foreign-speaking parents taking pleasure in reading books obtainable from the library. A number of our rural districts remote from town would gladly welcome library extension by the department in providing travelling libraries. I find the McGill University sending travelling libraries into our province and indirectly helping the work of our schools thereby. There would appear to be a wide field of useful work that might readily be done by the department in this regard.

There is a lamentable irregularity of attendance in some rural schools. Immediate action is required to render effective The Truancy Act of 1910. Scores of children of school age have, during the year, either not attended school at all or have attended for a few weeks only.

The work of the secretary-treasurer has been generally satisfactory. I have found a few cases where carelessness or craftiness has resulted in muddling the books. Some more efficient mode of auditing is urgently required. There does not appear to be any uniformity of method, and in some instances laxity is all too evident. Many districts have large arrears of taxes uncollected. Three schools at least have practically failed to operate because of the inability of the board to secure payment of taxes.

During the year a very considerable amount of time has been spent in visiting districts at the request of the board, to discuss plans, sites and problems that have suddenly arisen to perplex the board. I have found boards universally appreciative of such efforts to help them. The great extent of the inspectorate precludes a proper enlargement of this important work.

The Fifteenth Annual Convention of the Northern Alberta Teachers' Association was held in the Collegiate Institute, Strathcona, on October 26th and 27th. The attendance was large, the papers helpful and the tone inspiring. An exceedingly thoughtful paper on "The Moral Function of a State School" was presented by Principal McKee, President of the Association. This was ordered to be printed and distributed. Principal Dyde of Robertson College, Dr. Lehmann of the University of Alberta, and Dr. Dunn of Edmonton, kindly and efficiently assisted by delivering addresses replete with interest and suggestion.

I have the honour to be, Sir,

Your obedient servant,

E. L. HILL,

Inspector of Schools.

REPORT OF G. FRED MCNALLY, M.A., WETASKIWIN INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Wetaskiwin Inspectorate for the year ending December 31st, 1911.

Decided advance has been made during the year in two important particulars:—(*a*) The number of teachers with provisional certificates has very materially decreased. (*b*) Many schools before operated but four or six months out of the year have increased their terms to eight months or a year.

The results obtained from the employment of qualified teachers are admittedly much better than could be expected of "permit" teachers, and most of the boards have come to recognize this fact. Trained teachers almost invariably make for a lengthened school term since they dislike the bother of moving and the boards, when the work of the school is progressing favourably, make extra efforts to keep the school open. Not more than twelve provisional certificates were issued to teachers in this inspectorate last year. When the number of schools in operation is considered this is the best showing this district has yet made.

As a result of observations made the preceding year I decided to give special attention to the following matters in the way of a general policy, viz.: (*a*) Regularity of attendance, (*b*) lengthened school terms, (*c*) general improvement of school grounds. Two things prevented any marked improvement in the matter of attendance, first the season was very unsatisfactory and second the machinery for the enforcement of the new Truancy Act had not been made operative in rural districts. The wet weather in the summer months interfered seriously with the attendance in several rural districts. Then the harvest of all kinds was very late and this prevented many of the older pupils from returning to school before the first of December. The Truancy Act has been proven a very satisfactory measure where it has been in operation and next year will make a very material change in the attendance in rural districts.

Better results were obtained, however, in the matter of lengthened school terms. Crooked Lake, Pleasant Prairie, Thordenskjold, Willow Creek, West Liberty, Kulm, Duhamel, Falun, Standard and Meldal have all become yearly schools. No less than twenty-five have lengthened the term two, three or four months—some six to eight, others from four to six months. Nine schools of those in operation in the inspectorate were open less than six months of the year. Ten districts had no school at all in the year—six because buildings were not complete, two because of lack of pupils, and two because of financial embarrassment. The four months' summer school is practically a thing of the past so far as this inspectorate is concerned. Nearly all the boards to whose attention this matter was brought specially were sympathetic and one is justified in saying that the men to whom the work of providing education for the children has been entrusted are fully alive to the importance of their work and trying with the means at their disposal to give good service.

Considerable was accomplished in the way of improvement of school grounds. Very many boards would not even provide for the necessary breaking, so little or nothing was accomplished in these districts. Very creditable school gardens were maintained at Bigstone, Likeness, Sunnyvale, Haultain and Falun. The work was done by the pupils under the teacher's supervision and proved very interesting to the whole neighbourhood. Good work in improving the grounds was done at the King Edward, Wetaskiwin, and in Millet, Dowling, Kulm and Thronson districts. Splendid results in interior decoration were got at New Salem, Michigan Centre, Duhamel and Sifton. A very great deal remains to be done in this inspectorate before the school property will be the attractive place in the district it ought to be. As the school becomes more and more the centre of the social life of the neighbourhood this desire for beautiful surroundings will gain ground.

Less building was undertaken than in 1910. New buildings were completed in P easant Prairie, Weed Creek and Heimdal rural districts. Extensive improvements were made by the boards of New Berlin, Hover and Daresbury. Camrose doubled the capacity of its building and now has a very commodious eight-roomed school, with steam heat, sanitary drinking fountains and up-to-date equipment. In May the Leduc board had the misfortune to lose its school by fire. Temporary quarters were at once secured for the classes and work begun on a new solid brick, four-roomed, modern building. This was completed and occupied before the end of the year. It is a well-planned school and a credit to the board and the town.

One of the most serious problems confronting rural school officers is that of a satisfactory water supply. In fully twenty-five per cent. of the schools the water in the wells and pumps is reported as unfit for use. This is the state of things in many cases after the expenditure of one hundred or more dollars. It would appear that the only satisfactory supply of water is that obtained from a drilled well. As this in many districts means the expenditure of from two to four hundred dollars, many hesitate to undertake the work, when they know that the revenue barely covers the ordinary expenditure. As a result of all this the supply of drinking water at the schools is far from satisfactory in this inspectorate.

In reporting on the progress made during the year in the various subjects of study, one has of necessity to repeat much that has been pointed out before. Reading has received greater attention and the children as a whole have greater facility in reading with expression than a year ago. Arithmetic continues to receive a large share of the time of both pupil and teacher. One weakness noticed in connection with the work in this subject is the failure to make it practical. Opportunities to make the questions of real interest and use to the pupils are lost daily, because sufficient thought has not been given the seat work to relate the problems to the experiences of every day life.

Anticipating the new Course of Studies many of the teachers were requested to combine their nature study and work in local geography. One result of this was fewer requests for a text-book on nature study; another was a greatly increased interest on the part of both teacher and pupils in their surroundings. Writing continues unsatisfactory, due rather to a willingness on the part of teachers to accept untidy work and failure to insist on a certain standard of excellence, rather than the absence of any special method.

History and grammar have been difficult subjects and their present status in this district is but little better than last year. With the advent of the new curriculum we may expect much better results.

In spite of irregular attendance and the too frequent changes of teacher a good year's work was done. The discipline maintained throughout the schools has been good. The pupils on the whole exhibited a good spirit towards their work and towards the teacher in charge. A tribute should be paid to those teachers who regard their work in the community as extending beyond the limits of the four walls of the school building and who are found among the leaders in every movement of a social and educational character which is likely to make life in the district more attractive and more enjoyable. Not a few such teachers were at work in this inspectorate last year.

During the session of the Northern Teachers' Association it was felt by several of the representative teachers of this inspectorate that the association has reached such proportions that it would be impossible to entertain the gathering outside of Edmonton. This meant that the south-eastern teachers would be at considerable disadvantage in the matter of attendance. After thorough consideration it was decided to ask leave to withdraw and form a new association. Not only was this permission given but the secretary was instructed to hand over to the newly formed Wetaskiwin association one-third of the funds then on hand. This youngest of the district associations will hold its first meeting in Wetaskiwin in October, 1912.

I have the honour to be, Sir,

Your obedient servant,

G. FRED MCNALLY,
Inspector of Schools.

REPORT OF P. H. THIBAUDEAU, LACOMBE INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report on the condition of education in the Lacombe Inspectorate for the year 1911.

This inspectorate comprises townships 40 to 44 inclusive, between range 17 of the 4th meridian and range 4 west of the 5th meridian, the western boundary being the limit of schools at present. During the year, seven new districts were formed within this territory, and one urban department opened.

About fifty-eight per cent. of the rural schools were in operation the full year. This is an increase of about five per cent. over last year. Seven schools not recently formed, were not opened at all. There are a few children in each of these districts. A small portion of these attended adjoining districts, the remainder getting little or no instruction. In justice to these children I think section 165 of The School Ordinance should be made compulsory and not left optional.

The chief improvement, over former years, was in the greatly reduced number of teachers with "provisional certificates." Previously, about one fifth of the teachers in this inspectorate had only "permit" qualifications. This year the proportion was about one-fifteenth. This means that the standard of training required of those in the profession was much higher, and as a consequence the general quality of the work done greatly improved.

Speaking of individual subjects, I consider the chief advance has been made in the teaching of writing, where taught, for many parents complain that it is not now taught at all. An attempt to teach the muscular movement is now being made in nearly every school. Many teachers complain that the system is not adapted to very young pupils; but the teachers, best trained in the system, state that they get better results with the primer class than with the pupils in the first or second reader. In reading the great mistake made is having the pupils read too much. If teachers would aim at quality and not at quantity, they would get far better results. The same principle holds true with regard to the teaching of literature. If literature were taught more intensively, pupils would not get through the reader (and then clamour for promotion) two or three times before the other subjects of that standard were thoroughly taught, and thus before the pupil was really ready for promotion. Arithmetic would be a better preparation for the business world if greater attention were given to its mental side, and the "short cuts" given more prominence.

There are many cases of self-promotion on the part of pupils, at the change of teachers; and it is rather a minority of teachers that have the requisite backbone to stand up for their rights and the pupils' welfare in putting the pupils back a standard, perhaps two, to where they rightly belong.

The Eighth Annual Convention of the inspectorate was held in Ponoka on the 19th and 20th of October, with about seventy teachers in attendance. Those present had the pleasure of listening to an excellent paper on geography by Superintendent McCaig, one on nature study by Inspector Scott and one on literature by Inspector McNally.

A small local convention, the first in this inspectorate, was held in Ferintosh on the 11th of November. The words of the secretary best describe it:

"The meeting accomplished its aim, viz.: the free and easy discussion of teachers' problems, either in school work or discipline, and all present entered into the discussion in a most animated manner, which would not have been the case had the meeting been very large, as at the recent convention in Ponoka."

In school equipment there has been considerable improvement; but very little in school grounds. With the frequent change of teachers and carelessness in keeping the gate shut and the fence in proper condition of repair during the holidays, there is little prospects of school gardens at present. Dug or bored wells are very undesirable for school purposes. They hold too much water for school use, are liable to get a goodly variety of surface dirt in them, and the water is frequently very hard and alkaline. If trustees would get a deep, drilled well, and have the contract call for a guarantee of soft water, they would promote both the health and cleanliness of the pupils.

I could learn of no case in which the new Truancy Act was enforced. No truant officers were appointed within the inspectorate. If, in rural communities, it is left for one neighbour to inform on another and prosecute him, I do not think any act will be enforced.

There has been a noticeable increase in teachers' salaries during the past year. Over half of my rural teachers are now getting $720.00 per year.

On the whole the attitude of most school boards towards education in their districts is very commendable and encouraging, and the outlook for the future of education is very bright.

I have the honour to be, Sir,

Your obedient servant,

P. H. THIBAUDEAU,
Inspector of Schools.

REPORT OF J. C. BUTCHART, B.A., VEGREVILLE INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Vegreville Inspectorate for the year 1911.

At the beginning of the year there were in this inspectorate one hundred and thirty-five (135) rural and village districts and twelve graded departments. During the year five districts and two graded departments were added.

Eleven school buildings have been erected during the year and a fine two-room brick building in the village of Holden. The school in the village of Ryley was practically rebuilt and it is now quite an attractive and commodious building. It is a frame building veneered with concrete blocks. There are only two log buildings in the inspectorate. Many of the schools have good stables and quite a number have small houses for the accommodation of the teacher. The school grounds consist, as a rule, of two acres. On the whole the buildings and equipment are good.

About half the schools in this inspectorate are purely Rutherian schools and in a number of others the Rutherian element predominates. There are also a number of French, German and Scandinavian schools. This fact presents a peculiar problem. For quite a time the main work of the school is to teach the English language. Until the child acquires a considerable English vocabulary his progress in other subjects is necessarily slow. From the fact that most of the children hear no English except in school, and that most of the schools in the foreign districts are open only in summer and that attendance is very irregular in many cases progress in acquiring English is slow for a time. In schools where some of the pupils reach a stage of advancement represented by, say, standard III the progress becomes much more rapid. In some of the Rutherian schools the progress is quite surprising. In some Scandinavian districts there

is a strong tendency to cling to their own language to the detriment of the English teaching, but some of the Scandinavian schools are very satisfactory indeed.

It is a matter of considerable difficulty to get satisfactory teachers for the summer schools and for the most of the schools in outlying districts. The foreign summer schools are taught mostly by university students from the east and most of them have done very satisfactory work when the peculiar difficulties are taken into account. In this work adaptability and experience count for much, far more than in English speaking schools. After the first year a teacher usually does much more effective work.

There are difficulties in the way of keeping many of the foreign schools open all year but these will gradually disappear. A more serious matter is the irregularity of attendance—in some cases non-attendance of pupils while the schools are open. This is partly due to the indifference of parents and partly to the fact that pupils are kept at home so much to work.

Most of the schools in English-speaking districts are conducted pretty well in accordance with the regulations of the department but a number of teachers from the eastern provinces do not take the trouble to become familiar with our course of study.

In the English-speaking districts most of the ordinary school subjects are fairly well taught, except composition. The treating of this subject seems to be largely haphazard and the results are not at all satisfactory.

High school work has been done in the public and separate schools in Vegreville and in the schools in Lamont and Lavoy and it has been well done. The candidates from these schools who wrote on the departmental examinations were fairly successful, those from Lamont being all successful.

A teachers' convention for the Vegreville and Vermilion Inspectorates was held in Vermilion on October 26th and 27th. It was fairly well attended and the papers and discussions were helpful and interesting.

I have the honour to be, Sir.

Your obedient servant,

J. C. BUTCHART,
Inspector of Schools.

REPORT OF J. A. SMITH, B.A., CALGARY INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Calgary Inspectorate for the year 1911.

Owing to the very rapid increase of graded schools in the City of Calgary my rural school territory for the year has been much limited. Forty-seven rural schools were found in operation and almost all of these were visited twice. During the year I have been

able to report very favourably to the rural trustees on the adequacy and suitability of the equipment, on the care of the school grounds, and on the tidiness and cleanliness of the buildings, but not so favourably on the character of the work done by teacher and pupils. The frequent changing of teachers and the irregular attendance of pupils will account to a great extent for the difference in the standard of work done in rural and in graded schools. If rural school teaching were made so attractive that a teacher would remain in the same school for two or more years, the results attained in the school-room would be a vast improvement on those under present conditions.

In Calgary twenty-five new rooms were opened during the year. The city has now ten large school buildings of excellent type, each presenting the most desirable conditions in respect to heat, ventilation, lighting, seating and sanitation. Besides these there are three large schools in the course of construction. The school board has partly solved the difficult problem of school accommodation by building ten temporary cottage schools which are to be used until the larger buildings can be constructed. At the present rate of increase of the school population it will be some time before these temporary buildings will be vacated.

There has been considerable improvement during the year in my graded schools in the regularity and punctuality of attendance. The increased power given to the school boards through the revised Compulsory Education Act has had good results. The increased attractiveness of the school work by the addition of systematic teaching in music, manual training. and household science, the success of the teacher in stimulating ambition for future study, and the proper encouragement from the parents have had no little influence in the regularity of attendance.

The trustees of both rural and graded schools are beginning to see the importance of supplying the necessary tools for their educational workshops. In a great many of my schools, both rural and graded, you will find good reference books, a library for outside and supplementary reading, music charts, objects as aids in arithmetic, language and other subjects, a supply of educative busy work for pupils of primary grades, and collections of material for illustrating nature study, geography, etc. These educational appliances are to be found in those schools where teachers appreciate their value, and who are willing to explain their usefulness to the trustees.

The classification in the majority of my rural schools is yet very defective. This is one of the difficult problems which the rural school teacher has to solve. The crux of the problem is to reduce the number of classes to the minimum and, at the same time, conserve the interest of each pupil. I would like to see more care exercised in rural school promotions.

Of the subjects of study, spelling, writing, and composition seem to be the most unsatisfactory. Oral composition in the lower grades is either neglected by the teacher or a definite purpose is not systematically followed. Since the oral work determines the quality of the written work, more attention should be given to it in the lower grades. The spelling throughout all grades shows little improvement. In the elementary work in geography more use is being made of the sand table and clay moulding, of simple plan drawing, of supplementary reading, and of field excursions. In the higher grades the teachers are making the physical the basis of the commercial and political, and teaching causes and effects

more, with less memorizing. History is being taught more through appeals to the pupil's imagination and reasoning and less attention is being given to details of battles and to memorizing facts. I was fairly well pleased with the results in arithmetic in all grades. In the majority of my rural schools I found that nature study was not systematically taught.

A joint convention of the teachers of the Olds, High River, and Calgary Inspectorates was held in Calgary in November. Through the kindness of Dr. Scott the visiting teachers were given the freedom of the city schools for observation purposes. We feel deeply indebted to the city teachers for the kind and sympathetic manner in which they received the visiting teachers at the different schools.

I have the honour to be, Sir,

Your obedient servant,

J. A. SMITH,
Inspector of Schools.

REPORT OF H. R. PARKER, B.A., VERMILION INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Vermilion Inspectorate for the year ending December 31st, 1911.

The year has been one of marked activity in organization and building operations. The increase in the number of organized districts has been about twenty-five per cent. and there has been a corresponding increase in the number of buildings erected. The majority of the new school houses have been substantial frame structures and the balance have been brick veneer.

Many of the school grounds are neither fenced nor improved although a few districts have made some attempts at beautifying the premises. In most cases trustees recognize the æsthetic value of improvements but find their finances exhausted in keeping the school open and paying debentures.

With few exceptions the schools are well equipped and a large number have the nucleus o a school library.

During the year the work of one hundred and seven (107) teachers was inspected. Of these, twenty-nine (29) held provisional or no certificates. While the work of some permit teachers who have received professional training outside the province has been satisfactory, there is a general lack of method and organizing ability among untrained teachers. The work of the Canadian trained teacher is generally efficient and a few teachers from the British Isles have adapted themselves to their new surroundings and met with a large measure of success.

Owing to the large number of short term schools and the frequent change of teachers the general standing of the pupils is lowered. In many cases pupils grow to maturity without receiving a thorough

grounding in the three R's. In yearly schools conditions are generally better than in short term schools and a fair proportion of the pupils complete the course of the first four standards. In the majority of schools, writing is poorly taught and many pupils never learn to write except in a cramped, illegible hand. Some few schools are doing good work in geography but the majority are doing unsatisfactory work in this subject. Generally, the geography of Alberta is neglected. This is, in part, due to the lack of knowledge of the subject on the part of the teacher. Reading and arithmetic are fairly well taught where teachers remain for a year in the same school.

All districts organized prior to July were visited during the year. However, some districts organized after the schools in their vicinity had been inspected the second time were not visited.

Considerable time was spent during the year in organization work, principally in the Galician and Ruthenian colonies. Generally, these citizens are anxious to have schools organized and little difficulty was found in getting them to sign the necessary petition. Practically all these colonies which were established before the beginning of 1911 have either been organized into school districts or petitioned for authority to form districts.

I have the honour to be, Sir,

Your obedient servant,

H. R. PARKER,
Inspector of Schools.

REPORT OF FRED L. AYLESWORTH, OLDS INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report for the Olds Inspectorate for the year 1911.

Considerable advancement has been made in both town and rural schools during the year. Fourteen new rural districts and one town department have been erected. In the town of Olds the work of all the grades of the High School is being done by a highly qualified and competent staff. The XII grade was added in 1911. Some improvement has been made in all the town schools: in grounds, buildings, equipment or in teaching staff.

Many of the new rural school buildings in the newly organized districts are a great credit to the ratepayers immediately concerned, and to the province as a whole. Some of the outlying districts have erected what might be considered model schools, following as they do so closely the regulations of the Education Department regarding architecture and equipment.

Considerable attention is given to school-room decoration. Few schools are without suitable pictures, mottoes, flags, etc. Schools without at least the beginning of a library are very much in the minority. The interest taken by the pupils and parents in the reading of library books varies greatly for different districts but is

usually commensurate with the skill and tactfulness of the teacher in inculcating in his pupils a taste for good books. The parents are usually interested in books that their children like to read.

Generally speaking, the schools in my inspectorate are built on sufficiently extensive and suitable grounds. Although the barbed wire fence is still in evidence, it is rapidly disappearing, giving place to woven or straight wire fences, with good iron gates. Though the greater number of the schools meet the requirements of the regulations regarding the size and fencing of grounds, little attention is given to their improvement. Rural school-grounds are usually found in their primitive prairie condition, barring changes, rising out of efforts for better drainage. Notable exceptions to this, in my inspectorate, are the Harmattan, Berrydale and Gore grounds which are a credit to their respective districts.

The boards of several school districts do not yet feel the responsibility of supplying good drinking-water for school use. When good water can be procured from a farm near at hand the case is not so serious; but at some rural schools access to good water is not at all easy. In a few places water is carried from unsanitary springs. The general character of the teaching and the progress of the pupils average fairly high in the schools under my supervision. There has been a great influx of teachers from Great Britain during 1911. They are, in the main, well trained, competent, earnest, hard workers. As far as the writer's experience goes, the British teachers, the teachers having received their scholastic training in Eastern Canada and professional training in Alberta, and our own teachers trained entirely in the Province of Alberta, these three classes of teachers are doing the most efficient work in the schools of the province.

Teachers who have received their professional training in the eastern provinces of Canada and have had at least a few years' experience there, find it difficult, apparently, to adapt themselves to western conditions. The effort required for a careful reading of and for a practical working knowledge of the Alberta curriculum appears to be too strenuous for them. There is a tendency prevalent among eastern teachers of more or less experience to rest upon their laurels won in the east, and to reap in the west, where salaries are good and vacancies are many, the harvest of their previous hard and laborious efforts where conditions were not so pleasant. In this connection I may say that there is an inclination among many teachers, and the eastern teachers are not the only offenders, to exploit the schools of this province for their own benefit. The rural schools, and many of the town schools as well, thus suffer an injury, the extent of which is difficult to estimate. Some teachers do not realize the sacredness of their contracts with school boards. Many have left good positions, in the middle of a term, and at a few days' notice, to accept more lucrative posts elsewhere. In the interest of the welfare of rural pupils particularly, good teachers should be encouraged to hold their positions at least three years. Better results would certainly be realized. Rarely do teachers holding permits give satisfaction. With an occasional exception, the permit teacher is quite at sea in the school-room. The time of the pupils is accordingly wasted and bad habits of learning and discipline are acquired. It is a regrettable fact that too many school boards are prone to accept the services of permit teachers at lower remuneration rather than make a special effort to secure a qualified teacher at the usual salary.

It has already been intimated that the progress made during 1911, by the pupils of the various graded and ungraded schools in my inspectorate, has been satisfactory. However, there is room for improvement in the proper relating of the school work to the every day out-of-school-life of the pupils. Many teachers lose sight of the fact that it is at least one of their important duties to equip the boys and girls, under their charge, for doing the practical work of life. Probably the most common and the most important work of life is earning a living. The boys and girls of my inspectorate in the rural schools particularly, and many in the graded schools are not receiving adequate training in the things essential to a practical education; oral reading with proper expression, the spelling of words in common use, writing composition in its relation to letter writing, accuracy and rapidity in the use of the simple rules of arithmetic. The result of tests made by the writer throughout his inspectorate, in the subjects indicated above, were decidedly unsatisfactory.

In a few schools music is being taught successfully. Bergen and Smouse Creek schools deserve special mention in this connection, the former for quality of voice and general character of the singing, the latter for tone and for accuracy in singing by note.

Art-work is receiving some attention in both rural and town schools. Didsbury High School and Burnside rural school are doing good work in this department.

The teaching of agriculture is, I fear, largely from the text, and without practical demonstration. School gardens could be used effectively for this purpose. I know of only one in my inspectorate.

In many of the schools the percentage of attendance is high and the punctuality satisfactory. Still there is need for the strict enforcement of The Truancy Act. Local truant officers and boards of trustees are backward in this matter fearing to incur the ill will of their neighbours.

In conclusion, I would say, that on the whole, the town schools in my inspectorate rank high in equipment and efficiency and that many of the rural schools reach a high standard of excellence in regard to grounds, buildings, equipment and educational results realized.

I have the honour to be, Sir,

Your obedient servant,

FRED L. AYLESWORTH,
Inspector of Schools.

REPORT OF C. SANSOM, HIGH RIVER INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the High River Inspectorate for the year 1911.

There are one hundred and seventeen districts in the inspectorate. I began work the last week in March and covered the entire inspectorate with the exception of one school. Seventy-three districts received a second visit.

The school buildings in the younger districts are generally creditable structures and in some cases the school house is a distinct credit to the community. In a few of the older districts the buildings are scarcely satisfactory. Many of the newer buildings are lighted entirely or nearly so from the left but the heating is mostly done by an ordinary stove. The heating and ventilation of the rural schools is neither up-to-date nor satisfactory. Stables have been erected in most cases where they are needed, though frequently they are not well built and often present a neglected appearance. Practically nothing is being done at tree planting or improving the grounds in any way. In some cases the trustees have declared flatly that it is useless to attempt to beautify the school premises. In towns where the present school accommodation is inadequate new buildings are either in course of erection or planned for the near future. In Gleichen the present building is a substantial one and recently a modern heating and ventilating system was installed. In Strathmore a four-roomed building is in course of erection. The Okotoks board have secured an excellent site and purpose erecting a modern four-roomed building during the coming year. In High River more accommodation is needed and the board have decided to proceed with a new school at an early date.

In comparatively few cases does the equipment fall much below the minimum requirement. A considerable number of districts have not provided wells and in a few cases no provision is made for supplying the pupils with water. Many schools have good libraries but in too many districts this important phase of school work has received little or no attention. In many cases the library grant is in arrears and the boards have failed to take advantage of this excellent provision for maintaining a library. It is unfortunate that in some cases where there is a good library little interest is taken in it and the books are not read. It is here that the influence of the teacher is sometimes at fault.

There are many children in the inspectorate who are not attending school. In the seven districts in which school was not opened during the year there are from twenty-five to thirty children who did not attend any school. In the rural districts little or no attempt has been made to enforce The Truancy Act and sometimes children are withdrawn from school for the most trivial reasons. In one district alone, six children were kept out of school for the greater part of the fall term because of some trifling dispute with the teacher.

There are a number of excellent teachers in the inspectorate and among the best are some of the recent graduates of the Calgary Normal School. In primary work especially, some of these younger teachers are getting very satisfactory results. It is needless to say that the frequent changing of teachers militates seriously against the progress in the schools. About two-thirds of the yearly rural schools had at least one change of teachers during the year and two or more changes were not uncommon. Among the older teachers from other provinces and countries some are doing good work but there are others who depend too much on their experience and who assume an attitude of indifference toward our requirements and methods. This is unfortunate. Though one meets occasionally with a thoroughly incompetent teacher happily these occurrences are rare.

The so-called essential subjects on the curriculum are being taught in all the schools with varying success. There is great diversity among the teachers in experience, training and methods. For

instance, some do not teach phonics at all on the ground that it injures the reading and the spelling of the pupils, while others claim to teach reading and spelling by the phonic method. There can be little doubt that pupils who have been taught phonics have at any rate a greater power over words than they could acquire with the same effo t in any other way. The results in composition are generally poor. Grammar is taught mainly as rules and definitions and too little attention is given the practical application of the subject. Little can be expected from the present treatment of nature study and agriculture in the schools. Arithmetic is being well taught as a rule though I believe more attention might be given profitably to accuracy in mechanical work. There are notable exceptions to almost any statement that might be made in regard to the work of teaching. The classification of the pupils is very imperfect in the rural schools and it would seem that, especially in yearly schools, uniform grading examinations might be of value.

As a rule the board of trustees make a commendable effort to maintain a good school but unfortunately there are many exceptions. In one case at least, the school was not kept open as long as required by The School Ordinance and in many cases needed improvements are not looked after. The attitude of the board and the public generally toward school matters varies greatly in different districts. One district with eight pupils and a tax rate of ten cents per acre maintains a yearly well-equipped school while another district with about eighteen pupils and a tax rate of five cents per acre finds it necessary to close down the school for half the year to keep down expenses. A number of cases might be mentioned where it appears to be the aim of the board to keep the school closed rather than to keep it open. In some districts the people are split into opposing factions and local jealousy over school matters makes it very unpleasant for the teacher and works harm to the cause of education in the community.

Many school boards found it difficult to secure a teacher when they wished to open school. The fact that every board really wanting a teacher succeeded eventually in getting one, would seem to indicate that this difficulty is not due altogether to a dearth of teachers. In many districts it takes at least two weeks to accept an application and get word from the applicant. If in the meantime the teacher has accepted another position the whole thing must be repeated with another applicant. In this way from two to three months were lost in some districts and the total of the time lost from this cause alone constitutes a serious handicap in rural education.

During the year I received a few letters from secretaries asking for teachers and a great many letters from teachers asking for schools. Practically nothing came of this correspondence. In the great majority of cases I did not know of particular vacancies until I happened to visit the community.

A union convention of teachers from Olds, Calgary and High River Inspectorates was held in November in the City of Calgary.

I have the honour to be, Sir,

Your obedient servant,

C. SANSOM,
Inspector of Schools.

REPORT OF WALTER SCOTT, B.A., HARDISTY INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,
Minister of Education,
Edmonton, Alta.

SIR,—I beg to submit for your consideration the following report of the Hardisty Inspectorate for the year 1911.

The Hardisty Inspectorate is now much smaller than it was in 1910. The southern part has been formed into a new inspectorate with headquarters at Castor. Much of the land between Hardisty and Cadogan was thought to be valueless but it proved to be good wheat land in spite of its unfavourable appearance. It is now more thickly settled than the older parts of the inspectorate and many new districts are being organized there. New towns such as Hughenden and Czar are being built on the C. P. R.

Progress has been more marked among the rural schools this year than before. The number of yearly schools has been increased but almost all the districts have lengthened the school term. The requirements of the department have as a rule been exceeded and the schools kept open for one hundred and twenty (120) days only, as required by Ordinance, are the exception. This resulted in greatly increasing the number of well-trained teachers and a general improvement of conditions in the rural schools. Only in a few cases is there any unwillingness apparent to comply with the requirements of the department. Public sentiment in favour of yearly schools is increasing.

The administration of the financial affairs of the rural districts has improved. This is due to the increased experience of the trustees. School boards are beginning to realize that it is unfair to those who have paid their taxes to allow the taxes of those who will not pay to go uncollected. Taxes are being better collected and the standing of the districts with the banks is improved. In one district only was it found necessary to suspend the board of trustees and an official trustee was appointed. This was caused by the attempt to employ a local teacher who was not qualified for Alberta and because of the neglect of the secretary-treasurer to collect the taxes.

In the Galician districts north of Daysland the beginning has been made of successful school work. Good schools have been built and teachers are employed for the whole year. The progress of the people in assimilating Canadian ideas is most marked. Much of this progress is due to the schools, the children becoming the teachers of their parents and elder brothers and sisters.

Among the town schools the best progress has been made by Wainwright. A large school building has been erected and a very successful High School department organized. Provost, too, has made considerable progress but has not built a school consistent with the size of the town or the opportunities of the district. Strome has built a fine two-roomed school and there is promise of successful work being done in this town. Boards of trustees in town districts have found it difficult to secure suitable teachers as principals of their schools. Young University graduates have been employed but these, if successful, are attracted to the cities. This results in constant change. Better results are secured by employing more mature men having first-class standing but not University trained. It has been difficult to secure men of this type.

In almost all the schools the teaching of reading is a success. For the most part modern methods are employed and work is systematically done. Even in schools under untrained teachers fairly satisfactory work is done in this subject. There is less success in teaching arithmetic and in only the best schools is there really satisfactory work done. History and geography are fairly well taught but the results in geography are much better than in history. Systematic work in composition is the exception but sufficient training is given to enable children to express their thoughts in good English. In yearly schools, writing and drawing are successfully taught but in the average short-term school little attention is given these subjects. As a rule the program is followed and intelligently applied to conditions as found to exist in each district.

Many teachers have come into this inspectorate from the British Isles. They are usually steady and faithful in their work. They have been fully trained to meet conditions in the Old Country but find it difficult to adapt themselves to conditions here. Our classification gives them considerable bother and they often fail to keep the classes at their seats busy, while teaching a class on the floor. After these difficulties have been overcome, they make successful Canadian teachers.

The third annual convention of the teachers of the Hardisty Inspectorate was held at Sedgewick. It was a success both as to the attendance and as to the character of the work done. The program was provided by the local teachers assisted by inspectors Boyce and McNally. Mr. Boyce gave a paper on Civics and Mr. McNally one on Literature. All the papers were fully discussed. The Sedgewick board of trustees made all the arrangements for the convention and much of its success was due to their interest and good management.

On the whole the year's work in this new part of the province has been satisfactory. Rapid development has taken place in agriculture and the progress along educational lines has kept pace. Because of the newness of the country there are features of the work which might appear crude to one acquainted only with old settled districts. These features are disappearing with the improvement in the homes and in the ways of living of the people. In many of the districts there are all the advantages of an old settled country. Owing to the reduction in the size of the inspectorate I have been able to do more visiting of schools than in previous years. All the schools have been visited once and many of them a second time. This with the addition of considerable special work for the department has given me a very busy year.

I have the honour to be, Sir,

Your obedient servant,

WALTER SCOTT,
Inspector of Schools.

REPORT OF D. A. MCKERRICHER, B.A., LETHBRIDGE INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Lethbridge Inspectorate for the year ending December 31st, 1911.

Owing to the creation of the Medicine Hat Inspectorate the area included in the Lethbridge Inspectorate has been greatly reduced. There are now one hundred and fifty-nine (159) organized districts and one hundred and forty-five (145) schools now in operation under my supervision. All the graded departments were inspected once during the year and nearly all the ungraded schools twice.

Although the year was not marked by any outstanding features it was one of progress. Fifteen new districts were organized; a greater number of rural schools were kept open during the full year; fewer permit teachers were found in charge and the attendance and progress of the pupils were, on the whole, better than in 1910.

There was considerable building activity, twelve rural schools of good type and a number of town schools being built. The buildings worthy of special mention are the new Fleetwood school in Lethbridge, a fine thoroughly modern structure and the new schools at Carmangay, Diamond City and Barons. These are first-class buildings, carefully planned and pleasing in appearance. The new schools in the Hyssop and Crystal Lake districts are the best and most costly rural schools in the inspectorate. In both town and rural districts there is undoubtedly a general determination to have good school buildings. This is true even of the newer settlements where the home conditions of the settlers are often crude. The school is regarded as the social centre of the community.

The equipment in most schools is good, trustees, as a rule, being willing to go considerably beyond the minimum requirement. There is a general tendency towards improvement. Single seats and hyloplate blackboard are in general favour and in a great many schools a fair start has been made in providing a school library.

Very little has been done to improve the school grounds. Attempts at tree cultivation have generally resulted in failure, and in some cases the strips ploughed for this purpose have been allowed to degenerate into unsightly weed patches. It is possible to grow trees in the south without irrigation, but considerable cultivation of the soil, both before and after the planting of the trees is necessary and unless school boards are prepared to give the required time and attention to this work, it is much better not to make the attempt at all. With irrigation, of course, the problem of tree cultivation is simpler, and at Stirling and Magrath fine results are being secured.

Care-taking continues to be a rural school problem. School boards that have been generous in their expenditures for building and equipment can with difficulty be induced to make provision for janitor work or for simple repairs.

As a body the teachers are earnest and sincere. It must be said that the average of ability and professional training is lower in the rural than in the graded schools. Some very superior teachers

are found of course in the country, but the tendency is for the best teachers to gravitate to the towns leaving the rural and especially the outlying and short term schools in the hands of third-class and permit teachers. These teachers are, as a rule, inferior in all that constitutes equipment for efficient work. The prospect of living in pioneer communities many miles from a railway point is not alluring to teachers whose qualifications enable them to secure town positions and undoubtedly school boards sometimes find it difficult to secure qualified teachers even when such teachers are looking for positions. If trustees would undertake to provide reasonably comfortable boarding quarters and would notify teachers to that effect, they would be more successful in their attempts to secure qualified teachers.

Sometimes, I fear, trustees are not perfectly frank with the department when asking for permits. For some reason they wish to engage some local party and without making an honest attempt to obtain a qualified teacher they ask for a permit on the ground that they are unable to get a teacher. During the year I visited eleven (11) different permit teachers and seven (7) persons in charge of schools who had no license of any sort. Not one of the eighteen (18) school boards engaging these parties has written me asking for help in securing a qualified teacher.

In most of the graded schools very satisfactory work is being done. Some intelligent thought is given to the organization of the school, to the classification of the pupils and to the correlation of the work of the various standards. Pupils attend regularly and punctually and a good working spirit is shown. The program is fairly well understood and the work is presented in an orderly and effective manner.

One of the greatest weaknesses of our educational system undoubtedly is the lack of uniformity of standard in the grading of pupils. Sometimes pupils are found in Standard IV who do not appear to be any stronger than Standard II pupils in some other schools. In the short term schools especially the grading is poor, pupils being graded too high as a rule. This is due to ignorance of the requirements of the program and probably to a desire on the part of the teacher to create the impression that progress is being made. This evil could be removed in part, at least, by a system of uniform promotion examinations. At present teachers may ignore the program if they wish and teach and prescribe for examination whatever they choose. Uniform promotion examination would compel teachers to study the program and present the material prescribed by the department for the various standards. Such examinations would also assist teachers in interpreting the program and would help to clear away uncertainties as to its requirements.

There is no doubt that many teachers found the old program vague and indefinite and that there was considerable difference of opinion as to its meaning. It is to be hoped that there will be a more general agreement as to the new program. A conference of inspectors and members of the Normal school staff might be held for the purpose of examining the program and reaching an agreement as to its meaning and requirements. Unless the program is fully elaborated I believe, too, that a teachers' hand-book setting forth precisely the work of each grade would be found useful and would be appreciated by all teachers.

In October a convention of the teachers of the inspectorate was held in Lethbridge. There was a large attendance but, as usual, the teachers most in need of the instruction and inspiration of the convention were absent. Superintendent McCaig gave us the larger philosophical view of education while helpful papers and discussions by the teachers themselves brought before us the problems of every day class-room experience.

I have the honour to be, Sir,

Your obedient servant,

D. A. McKERRICHER,
Inspector of Schools.

REPORT OF J. W. BROWN, B.A., MEDICINE HAT INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Medicine Hat Inspectorate for the year 1911.

At the beginning of the year there were ninety-four organized districts not counting departments, but before the close of the year sixty new ones were erected, showing in some measure the rapid development taking place in the south-eastern part of the province.

Schools have been built in many of these newly formed districts but few have been opened owing to a variety of causes. However it is confidently expected that many of these will be in operation during 1912.

While it is true that many boards of trustees in outlying districts have experienced real difficulties in securing teachers yet there are still some cases in existence where the majority of the trustees are more occupied in keeping the schools closed than in making efforts to secure teachers. Instances are known where teachers of recognized ability have applied for schools said to be in urgent need of teachers, yet these applicants were rejected on the ground that the salaries asked were too high.

During the year there were twenty-four male teachers employed in this inspectorate. This unusually high percentage may be accounted for by the fact that many of these teachers have homesteads in the district or vicinity. It may be further remarked that twenty teachers held first-class certificates and ten held permits good for one term, one granted by the Department of Education for the province. While the number of teachers with the latter qualification may appear to be large yet from a knowledge of the circumstances it must be conceded that the trustees were justified in taking steps to open their schools with the best material available, having failed to secure teachers with recognized certificates of qualification. On account of the many vacancies, schools forty or fifty miles from the nearest railway point are considered undesirable by the majority of qualified teachers.

Owing to the increased demand for teachers in this part of the province it is feared that the difficulties in securing competent teachers are more likely to increase than diminish unless the present Normal school accommodation can be inrceased or an additional training school established at some other point.

It is regretted that there are in existence in several districts what may be termed feuds, not necessarily caused by anything relative to school affairs, yet unfortunately if the trustees happen to belong to opposing factions nothing that two of such trustees for instance may do can ever appear right to the third one and he will fight tooth and nail with his back to the wall against everything that is attempted or suggested by the other two. The lot of the teacher in such school may easily be imagined, is far from pleasant, for if she happens to meet with the approval of one or two trustees the other cannot see any good in her and refuses to send his children to school until the innocently offending teacher is removed.

It is further to be deplored that at many rural schools unsanitary conditions still prevail in spite of repeated warnings to clean up. It is really amazing how many young ladies can continue teaching with apparent equanimity amid such environment without making the slightest sustained effort to induce or encourage the trustees to better existing conditions. On the other hand incalculable benefits have been secured by energetic young women who have taken up the matter with the trustees seriously and firmly and who have helped them in every way possible to secure much needed reforms.

The type of building erected in the rural districts is frame, of ample size and painted inside and out. A fine four-roomed brick school has been erected at Grassy Lake. A twelve-roomed building was erected at Taber during the year at a cost of about seventy thousand dollars ($70,000). The equipment is modern and in keeping with the excellence of the building. The new Alexandra High School at Medicine Hat is one of the finest in the province. Another public school is also partially constructed. Twenty-seven teachers are now employed, being an average increase of two per year during the past nine years.

Owing to frequent change of teachers, short and infrequent school terms and the consequent lack of continuity in the teaching, the standing of the pupils in essential subjects in the average rural school is far from satisfactory, but when a rural school is kept open during the whole school year and where a competent teacher is induced to remain for a year or longer the results are very gratifying, being almost equal to those obtained in the best graded schools.

A convention was held at Medicine Hat in November and was fairly well attended. The papers read were of a high order and were intelligently discussed and commented upon, but unfortunately many teachers in most need of instruction and inspiration were absent.

I have the honour to be, Sir,

Your obedient servant,

J. W. BROWN,
Inspector of Schools.

REPORT OF A. HARTLEY, B.A., CASTOR INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Castor Inspectorate for the year 1911.

This inspectorate is not small. From east to west it includes nineteen ranges and from north to south it extends, in places, from township twenty-one (21) to township forty (40), both inclusive. Its whole area is over ten thousand square miles.

The only railway in this inspectorate is the Lacombe branch of the Canadian Pacific. Castor was its terminus until September, 1911, when an extension to Coronation was finished and put in operation. The Calgary-Vegreville branch of the Canadian Northern now touches this inspectorate at Stettler. Several other railways have been projected through the inspectorate and numerous surveys have been made.

In about half of this inspectorate including a strip thirty miles wide at the east, and another strip at the south, extending from the Red Deer river to the northern boundary of township twenty-eight, there are exceedingly few schools in operation as yet, though thirty-three school districts have been erected in that region.

Probably ninety-five per cent. of all the settlers in the Castor Inspectorate are English-speaking. Three districts or more contain some French-speaking people. Four or five districts are partly or wholly settled by German-speaking people and in one school district nearly all the people are Finnlanders. These people of foreign extraction, all or nearly all came here directly from the United States, and most of the adults can understand English. Practically all the people of this whole inspectorate came here either from the United States or Eastern Canada.

The phenomenal growth of the town of Castor, during the past two years, and of Coronation, during the past three or four months, is, I believe, almost unparalleled. On September 1st, 1911, the present site of Coronation was bald prairie. Three months later its population was found, by actual count, to be over five hundred. When Castor was less than two years old, it had sixteen hundred and fifty-nine people as given by the census of last year. Such growth of the towns is only typical of the development taking place in the territory, adjacent and tributary to these towns.

And the provision for educational facilities is keeping pace with the march of material progress. At the beginning of 1911, there were in this inspectorate, including thirteen graded departments, a total of one hundred and two districts or departments. At the end of last year there were one hundred and seventy-four districts or departments including fourteen graded departments.

Having assisted in the organization of some of these districts, and having assisted in the solution of difficulties in other districts, I have noticed that many unpleasantnesses and some ill-feeling exists in some of these districts, as a direct result of the shape of our school districts, requiring some children to travel, three, four or sometimes five miles to school, while their more fortunate fellows have much shorter distances to travel.

I have given this matter considerable thought, and I have reckoned that if school districts in shape and their relative positions to each were made to approximate to the shape and relative positions of the cells of the honey-bee, that each district might have a size of twenty-four square miles, without necessitating any child travelling more than three and one-half miles to its geographical centre.

The building activity, incident to the erection of schools in many newer school districts, shows the people generally alive to the importance of education. Nearly all new buildings are put on stone foundations. Nearly all have been painted outside, and plastered and neatly finished inside. Many of the stables, coal-houses, etc., have been neatly painted also.

There is not a log school-house in this inspectorate. Three rural schools are built or are being built of stone. All others are of lumber. Nearly all are well lighted and furnished with the minimum equipment required. Most of the older school districts have libraries in their schools, to which new books are added each year. A number of the newer districts purchased the nucleus of libraries during this year.

Besides the rural schools erected during the year, Stettler, Castor and Gadsby each opened a new school. Stettler's handsome brick building, erected at a cost of fifty thousand dollars, is one of the beautiful schools of the province. The Castor school built of stone, from a local quarry, is one of the handsome buildings of the town, and with its commodious halls and basement play-rooms is modern in every respect. The rapid growth of the town, however, already necessitates additional school accommodation. Gadsby's four-roomed brick school is a building of which the town may well be proud.

Each of these town schools does more or less High School work, Stettler having two teachers employed in this work. Of the one hundred and eighteen teachers, who taught in this inspectorate during 1911, forty-six were males, seventy-two were females. Eighty-six held certificates valid in Alberta, thirty-two taught on permits.

The work of the latter is generally unsatisfactory. The trained teachers do much better work. Reading is too often only heard—not taught. The study of the selections as literature is neglected, and their ethical and æsthetic value not utilized. In teaching primary reading, phonics are used successfully by most of the trained teachers. In arithmetic, to many third and some fourth standards, I gave the following problem: What will a woman receive for 52 eggs, at 15 cents a dozen? Less than 25 per cent. of the pupils to whom this was given were able to do it. In the teaching of arithmetic the trouble seems to be that even trained teachers fail to properly interpret the program of studies. The same failure is apparent in the teaching of history, which is too often neglected entirely.

Several teachers made laudable efforts, during the summer, to beautify their school premises, by planting trees and flowers. Most of the trees will die. Unless the trustees can be got to assist in preparing the soil, the planting of trees is not likely to be successful.

In most rural schools, I find Webster's Unabridged Dictionary. Such an unwieldy book is little use to children. A smaller book would be more satisfactory.

In Castor a truant officer, as provided for by The Truancy Act, was appointed early in the year. The result has been most

gratifying. In several rural school districts my attention was called to cases of failure to comply with the provisions of this Act, showing that many trustees are anxious to see its provisions enforced.

Some teachers from England who specialized in kindergarten work there seem to fail entirely when they attempt public school work, even in primary grades.

During the year I have received many communications from trustees of rural schools. In a good many cases they state that they have made every effort, for months, to secure teachers, but without success. For a few of these schools I was able to secure teachers but during parts of the year there seemed to be no teachers available.

I have the honour to be, Sir,

Your obedient servant,

A. HARTLEY,
Inspector of Schools.

REPORT OF JOS. MORGAN, B.A., MACLEOD INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Macleod Inspectorate for the year 1911.

As the greater part of my territory has already been included in school districts, the work of organization has not been active. However three new districts have been formed and three others are in process of formation. Four school boards have each engaged an additional teacher and six others will find it necessary to do so during the first term of 1912.

In the first half of the school year I visited all schools in my charge both rural and urban. During the second term I visited all ungraded schools except two and six graded schools but I was unable to visit the remainder of the graded schools.

As a rule I find that the school grounds have been fenced and that a stable has been erected. Very few trees have been planted as there is a general belief that trees cannot be grown successfully. A few districts have made an experiment and the trees have done well where they were properly cultivated. These will serve as an object lesson and may effect an improvement in this respect in the future.

The need of a grass suitable for school grounds is being felt keenly. When the native grasses have been destroyed through cultivation or levelling of the grounds, there seems to be nothing to take their place. Some are using brome, but it is a coarse grass and does not give a good sod.

There has been a satisfactory improvement in equipment and a number of the older schools have been repainted and placed on stone or concrete foundations.

I inspected the work of 161 different teachers during the year. Of these 21 held first-class certificates, 89 second-class, 21 third-

class and 10 permits. Twenty had no Alberta qualification at the time of my visit but no doubt some of these were granted provisional certificates before the close of the year.

As a rule the work done by Normal trained teachers is satisfactory but occasionally one is found who lacks either ability or application. The failure of a graduate is usually used as an excuse by the school board for a request for a permit for some one in whom they are interested. Another fruitful source for requests for permits is that the teacher cannot secure a boarding house in the district. The board then asks for a permit for some one living in the district. To overcome this difficulty in securing accommodation for the teacher, one school board has erected a teacher's residence and others contemplate doing so.

Cowley has commenced the erection of a new two-roomed school and Passburg and Bellevue are preparing plans for the erection of four-roomed buildings. If assistance could be given school boards in preparation or supervision of plans, not only would time and money be saved but the convenience, lighting and ventilation of the schools would be much improved.

A convention of the teachers of my inspectorate was held in Macleod, October 26th and 27th. Unfortunately, the department was unable to extend the usual assistance. The committee secured the services of Mr. J. McCaig, Superintendent of Schools, Edmonton, and of Rev. Mr. Kerby, Principal of Mount Royal College, Calgary. Both gave excellent addresses. The rest of the programme was contributed by local teachers and was of a most practical and helpful nature. The attendance was satisfactory.

The Truancy Act has worked well in the two towns in which it was given a trial. I regret to say it has had little effect in the village and rural districts. The enforcement of the Act would increase the attendance materially and in some cases would result in short term schools becoming yearly schools.

The problem of dealing with foreign children in our schools demands special qualifications on the part of our teachers. In the first place the pupils must be taught the English language and in the second place a wholesome knowledge and appreciation of British institutions must be inculcated. In the case of pupils of European parentage the first difficulty is the greater. In the case of those from the south there is a latent antipathy to anything British. In either case the teacher needs knowledge of the best methods to pursue and tact in their application. These must be acquired through special training at our Normal School or through experience.

As a rule reading is taught well, especially in the lower standards. Where the Alberta course is followed in arithmetic, results are satisfactory Geography and history are taught well on the whole, especially by these teachers who possess a broad education themselves and are thus able to view facts in their true relation to one another.

Excellent results are secured in writing in a few cases but unfortunately this is not general. A great deal of time is spent on transcription and writing in copy books in the vain hope that practice alone will make perfect. Persistent intelligent instruction and supervision would effect a saving of much time and would ensure better results. Some teachers tell me they do not teach the subject at all as the work is not specified on the Course of Studies.

In many schools the work in composition consists in reproduction of stories from the reader or history. It should be much more comprehensive and varied in character. The work in nature study and agriculture is often neglected and is seldom done well. Lack of knowledge both of matter and method seems to be the cause.

I would respectfully suggest that the inspectors of the province, the staff of the Normal School and a representative of the department spend a day or two together each year during Easter week. Our work is so closely related that each should have full knowledge of the aims, methods and difficulties of the others if the most satisfactory results are to be obtained.

I have the honour to be, Sir,

Your obedient servant,

J. MORGAN,
Inspector of Schools.

REPORT OF J. F. BOYCE, B.A., RED DEER INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on this inspectoral division for the year ending December 31st, 1911.

The past year has been one of progress in this inspectorate. In the material things relating to educational affairs the improvement is more noticeable than in the actual work in the schools. The desire on the part of trustees and ratepayers to erect, equip and maintain good schools is everywhere in evidence but the conditions accompanying pioneer life are so unfavourable that it is difficult in many instances to note that much improvement has been made. Bad roads, long distance to school, irregular attendance, frequent change of teachers and the short term school exercise such a retarding influence that good progress is well nigh impossible. The improvement of rural school conditions is beset with so many real difficulties that it is no doubt the most important and most serious educational problem of the day.

A number of new districts have been organized, though not as many as usual because of the territory in this inspectorate being now nearly all included in some school district.

A number of fine new schools have been completed during the year. Among those worthy of special mention are a fine, well-constructed four-room school at Erskine and two exceedingly well-appointed rural schools at Springvale and Balmoral near Red Deer. The latter are solid brick with full basement play-room, furnace heating and ventilation, unilateral lighting, transoms on the blind side near the ceiling for summer ventilation, a library and a cloak room and being bright, well-finished, convenient and comfortable within and architecturally beautiful without are in every respect the best rural schools I have ever seen.

On the whole there has been some improvement of the school premises. In some districts a well has been drilled, a stable erected, or a good fence built. In other districts the yard has been broken and seeded, a porch built or the school and outbuildings painted.

Speaking generally the schools are adequately equipped with good seats, plenty of blackboard space and the requisite maps, globes and other equipment. The older schools, as a rule, have a good little library, and its influence and usefulness in connection with the school work and in the community cannot be overestimated. It was a gratifying feature of the year's inspection to find a sprinkling of teachers in the rural schools either providing themselves or getting the board to provide them with material for elementary handwork. The village and town schools for a few years back have been growing into the habit of supplying the primary rooms with coloured sticks, blocks, material for sewing, weaving, and board work and plasticine modelling, but only recently have the teachers in the rural schools shown the inclination to use and the boards the disposition to provide primary supplies for this phase of educational work. Many teachers show good taste in school room decoration.

Here and there may be seen a small school garden, the result of a teacher's interest in this line of work, but as it usually falls into neglect when the teacher leaves the school it cannot be said there is any continuity of instruction in school gardening. These gardens are, however, good object lessons and when the time arrives for instruction in gardening to become general the influence of these teachers who are abreast or ahead of the times will not have been lost.

During the spring term the work of inspection was somewhat broken owing to attendance at meetings of the committee revising the Course of Studies. As a consequence not as many schools as usual were visited the first half-year. With the thought in mind that material change would be made in the Programme of Studies there was a natural inclination on the part of the teacher not to follow closely the old programme and a corresponding disposition on the part of the inspector to overlook departures from the usual line of work. In all probability this attitude will continue to some extent until the new Course of Studies assumes permanent form.

Our annual convention was held at Innisfail, Thursday and Friday, October 26th and 27th. A comparatively large number of teachers was in attendance, a good programme was provided and an interesting and profitable time spent in discussion.

I have the honour to be, Sir,

Your obedient servant,

J. F. BOYCE,
Inspector of Schools.

III.

EDUCATION IN FOREIGN SETTLEMENTS.

REPORT OF ROBERT FLETCHER,

SUPERVISOR OF FOREIGN SCHOOLS.

THE HONOURABLE C. R. MITCHELL, B.A., B.C.L.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report for the year 1911.

The organization of school districts in the large Ruthenian colony north and east of Edmonton has been practically completed during the year. There are a few scattered settlements, more backward from a material point of view than the others, yet needing to be organized. As the settlers see more clearly the advantages of the school they become more discriminative regarding the limits of school districts. Where, as first they wanted large districts in order to keep down the taxes, now they favour moderate-sized districts, so that none of the children will have too great a distance to travel to school. Some of the settlers are even clamouring for a readjustment of the boundaries of old districts. As the Canadian Pacific Railway Company held a large area of non-assessable lands in the colony, a number of the older districts were necessarily large in size, but as most of this company's holdings have been sold since, the same reasons do not now exist for large-sized districts. In the near future a readjustment of many of the boundaries of old districts will have to take place to satisfy the people.

The school buildings are frame structures. They are roomy and well-lighted. One brick school has been erected. A majority of the districts have erected a dwelling-house for the teacher. These teachers' houses are frame structures and are furnished with a cook-stove, table and bed, also cooking utensils and dishes. A number of the districts have also built a stable for the convenience of those children who drive to school.

All of the districts have provided at least two acres for a school ground. Very little attempt has been made to beautify the grounds by planting trees or by the cultivation of flowers. In some cases the school grounds have been levelled and in most cases they have been fenced.

The Ruthenians have been fairly generous in furnishing and equipping their schools. The desks are all factory-made. Hyloplate blackboard is almost exclusively used and the blackboard space is quite sufficient. Most of the districts are well supplied with maps and globes, and with weights and measures. The nucleus of a good library is being established in a number of schools. A few of the schools have supplied supplementary readers.

I notice a decided change in the people in their ability for self-government. At first the ratepayers were loath to delegate the government of the district to a board of trustees. Although they conformed with The School Ordinance by electing a board of trustees a majority of the ratepayers attended each trustees' meeting and apparently had as much influence in the administration of the affairs of the district as the trustees had. If anything out of the ordinary occurred they would probably be seized with a panic, and the affairs of the district would remain at a standstill until the matter was settled. Now the trustees are given almost a free hand to administer the affairs of the district. If their administration is not satisfactory the ratepayers usually exercise self-control enough to wait until the annual meeting takes place, and then they elect a trustee who will carry out their wishes better.

A number of the districts express a desire to have an official trustee appointed to unravel some financial tangle, or to administer the affairs of the district for one or two years until the school house is erected, and the affairs of the district are placed in good running order. The ratepayers in these districts, although sometimes in struggling circumstances are usually quite prompt in paying their taxes.

In those districts where the school is kept open during the whole year, the parents take more interest in educational matters than they do in short-term schools; the reasons being: (1) that more progress is being made in yearly schools; (2) that the teachers in the yearly schools take a keen interest not only in the school room but also in the community. A number of the teachers in the summer schools, most of whom come from the Eastern Universities, take a deep interest in the school room and the community, but as there is a change of teachers each year and a consequent change of methods and tactics, the progress is not so perceptible. Consequently the parents become more indifferent about school matters. This lack of interest is manifested by a comparatively small and irregular attendance.

As these people become more prosperous from a material point of view I believe they will be disposed to keep their schools in operation the full year. I look forward then to rapid development among these people.

I am, your obedient servant,

ROBERT FLETCHER,
Supervisor of Foreign Schools.

PART III.

APPENDICES

APPENDIX A.

REGULATIONS OF THE DEPARTMENT OF EDUCATION.

APPROVED, SEPTEMBER, 1906.

1. These regulations shall apply to all schools under the control and management of the Department of Education.

SCHOOL GROUNDS.

2. In rural districts the site selected for the school house shall be at the centre of the district. If for any reason the central site is unsuitable the written sanction of the Minister of Education shall be secured before any other site is obtained. The site selected should as far as possible meet the following conditions: (*a*) It should be ea ily accessible to all the children of the district; (*b*) it should be in a dry, elevated position admitting of easy drainage; (*c*) it should be removed from stagnant water and noisy surroundings.

Subject to the provisions of The School Ordinance in that behalf the board of any town or village school district may select such site or sites as in its judgment may seem desirable.

3. The school grounds in rural districts shall comprise an area of at least one acre, while in town and village districts the area should be at least one-half of an acre. In shape the ground should be about twice as long as it is broad. It should be levelled and kept clear of all underbrush, weeds, rubbish, etc. The grounds should be surrounded by a suitable fence (not barbed wire) which should be kept in good repair. The fuel supply should be kept in a woodshed or suitable box, or it may be neatly piled near the school house.

4. Separate privies, under different roofs, shall be provided for the boys and girls. They should be separated by a close board fence at least six feet high, and their entrance should be effectually screened from observation. The outhouses shall be kept in a cleanly condition and in good repair.

5. If there is any likelihood of getting good water at a reasonable cost a well should be sunk on the premises. For sanitary reasons the well should be bored if practicable, and shall be so situated and protected as to be free from surface drainage and other impurities. In case an abundant supply of water is obtained the well should be pumped or baled out several times during the year. In all districts where water cannot be obtained by sinking a well the board shall provide a sufficient supply of wholesome drinking water for use during school hours.

SCHOOL HOUSE.

6. Every school room shall be built of such dimensions as to allow at least fifteen feet of floor space and 200 cubic feet of air space for each pupil in average attendance. The width of the room should be from two-thirds to five-sixths of the length and the ceiling should be at least 11 feet high.

7. A roomy porch or inner cloak room should be provided for the children's hats and wraps. The hooks used should be strong and firmly fixed to the walls. Shelves for dinner baskets and stands for a wash basin and a water pail should also be provided.

8. The windows should be placed at the left, and, if necessary, behind the pupils. Those at the back should be near the left corner, Windows should never be placed facing the pupils. The total area of window glass should equal at least one-fifth of the floor space. The window sills should be from three and a half to four feet high and the top of the window should extend to within six inches of the ceiling. Storm sashes should be provided when the school is to be kept open during the winter months. Light-coloured curtains should be placed on all windows exposed to the direct rays of the sun.

9. Due provision should be made for comfortably heating the school room and providing a sufficient supply of fresh air. Every school room shall be furnished with a thermometer. During cold weather a uniform temperature of about 66 degrees should be maintained. At least two of the windows—preferably those farthest apart—shall be constructed so that they may be opened from the top and bottom. In school houses not having an efficient method of ventilation the air in the school room should be thoroughly changed at each recess by opening the windows and doors.

10. Every school shall be furnished with a suitable desk and chair for the teacher, a set of shelves and a cupboard for books and apparatus. For the accommodation of the pupils a sufficient number of either double or single desks—single desks being preferred—shall be provided. The desks shall be firmly fastened to the floor in rows with passage at least three feet wide between the outside rows and the walls of the school room.

If "home-made" desks are to be furnished care should be exercised in their construction. The top or lid should have a slightly sloping surface (15 degrees) and the back of the seat should be constructed at a slight angle.

The following table will be found helpful in selecting and arranging desks:

SINGLE SEATS AND DESKS.

	Size	Height of seat	Height of top	Width of top	Length	Floor Space	Age Accommodated
Normal. . .	1	17in.	29in.	16in.	24in	28in.	Adults
High School. . . .	2	16in.	27½in.	16in.	24in.	27in.	16 to 20
Grammar.	3	15in.	25¾in.	14in.	21in.	26in.	12 to 18
1st Intermediate. .	4	14in.	24in.	14in.	21in.	24in.	10 to 15
2nd Intermediate.	5	13in.	22¼in.	12in.	19in.	22in.	8 to 12
Primary . . .	6	12in.	20¾in.	12in.	19in.	21in.	5 to 8

DOUBLE SEATS AND DESKS.

	Size	Height of seat	Height of top	Width of top	Length	Floor Space	Age Accommodated
Normal .	1	17 in.	29in.	16in.	40in.	28in.	Adults
High School . .	2	16in.	27½in.	16in.	40in	27in.	16 to 20
Grammar . .	3	15in.	25¾in.	14in.	38in.	26in.	12 to 18
1st Intermediate .	4	14in.	24in.	14in.	38in.	24in.	10 to 15
2nd Intermediate	5	13in.	22½in.	12in.	36in.	22in.	8 to 12
Primary . . .	6	12in.	20¾in.	12in.	36in.	21in.	5 to 8

11. Every room shall be provided with at least sixty square feet of blackboard space. The blackboard should be at least four feet wide and not more than two and a half feet from the floor, and should extend across the room behind the teacher's desk. Additional blackboard space should be provided on the side of the room that has no windows. At the lower edge of each blackboard there should be a concave shelf or trough three inches wide for holding chalk and brushes.

Blackboards may be of slate, hyloplate, cloth, plaster or wood. Owing to the difficulty experienced in making durable and serviceable plaster blackboards they do not meet with favour. Blackboards of wood or cloth are not recommended except for temporary use. Considering the cost, durability and serviceableness of the various blackboards in use, hyloplate gives very general satisfaction.

SCHOOL EQUIPMENT.

12. Every school shall be provided with the prescribed school register, a globe, ball frame, dictionary, map of the world, map of North America, map of Canada, map of the Province of Alberta, a suitable supply of blackboard brushes and crayons, a thermometer, clock, broom, pail and cup, washbasins and towels and one or two chairs in addition to the teacher's.

NOTE.—The following list which includes the equipment usually required for teaching the subjects prescribed for public school standards will serve as a guide to trustees in making purchases:

Standard I: Ball frame, reading tablets, set of lineal measures (foot, yard, etc.), set of liquid measures (pint, quart, etc.).

Standard II: A globe, map of the World, sand-modelling board, and set of dry measures (gallon, peck and bushel).

Standard III: A dictionary, maps of North America and the Province of Alberta, a tape line (foot, yard, chains).

Standard IV: Maps of Canada, South America, Europe and Asia.

Standard V Maps of Africa and Australia, and a British Empire Map of the World.

The following additional equipment is also recommended: Sets of authorized supplementary readers for each of the standards, a supply of coloured sticks and slats, pictures, drawing cards, etc., to provide busy work for pupils in Standard I; a box of coloured crayons, a Normal Music Chart; sets of Prang's Drawing Models; a set of geometrical solids, and a blackboard compass.

USE OF SCHOOL HOUSE AND GROUNDS.

13. Unless authorized by some Ordinance the school house or grounds shall not be used for any other than school purposes without the consent of the board, and no advertisement shall be posted on the school premises or distributed to the pupils unless approved in the same way.

SPECIAL HOLIDAYS.

14. Victoria Day (May 24th) has been fixed as a school holiday to commemorate the anniversary of the birthday of Queen Victoria, to familiarize pupils with the growth and development of the Empire, and to encourage and foster patriotic and imperial sentiments. In order that the observance of this holiday may serve the purpose for which it is intended it is very desirable that exercises appropriate to the occasion should be arranged for. These may be held on the afternoon of May 23rd and should include short addresses, suitable recitations, the singing of patriotic songs, and the raising of the national flag.

The second Friday in May (Arbor Day) although a school holiday should be observed by trustees, teachers, and pupils in planting trees about the school and in beautifying and improving the school grounds. Additional interest in the observance of the day should be imparted by holding exercises in which songs, recitations and short addresses appropriate to the occasion should form a part.

CONDUCT OF SCHOOLS.

15. School shall be held between the hours of nine o'clock and twelve o'clock in the forenoon and half-past one o'clock and four o'clock in the afternoon (standard time) of every day except Saturdays, Sundays, and days declared to be holidays by or under The School Ordinance.

16. The board of any district may direct that school be opened at 9.30 a.m. during the whole or a portion of the months of November, December, January and February; and the board of any rural district may direct that only one hour's intermission be taken at noon in which case school shall be closed at 3.30 p.m.

17. During both the morning and the afternoon sessions recreation periods of fifteen minutes each shall be allowed all pupils attending school. Upon direction of the board all or any of the pupils in Part I of Standard I shall be given additional recreation periods not exceeding one-half hour during the day; and in town and village districts the board may direct that all or any of such pupils may be allowed to leave for their homes at any time between 11 and 12 a.m. and 3 and 4 p.m.

18. In case the board of any rural district desires to close its school for vacation at some time other than that provided by subsection 3 of section 134 of The School Ordinance such board shall apply to the department not later than May 31st in each year for permission to do so. Should the board fail to comply with this regulation the district may forfeit the inspection grant should the school inspector visit the district while the school is thus closed.

19. The teacher shall be responsible for the organization of the school and the classification of pupils. All promotions shall be made by the teacher subject to the approval of the inspector.

20. For the purposes of clause 4 of section 3 of The School Grants Ordinance all pupils who have passed the Standard V examination as prescribed by the Department of Education or who submit to the department satisfactory evidence of possessing scholarship equivalent thereto shal be classed as being in standards above the fifth.

DUTIES OF PUPILS.

21. Every pupil registered in any school shall be required: To attend regularly and punctually and in case of absence or tardiness to give to the teacher either orally or in writing a reasonable excuse therefor; to be provided with the authorized text books and other school requisites; to be clean and tidy in person and clothes; to be diligent in studies, kind and courteous to class-mates, and obedient and respectful to the teacher; to conform to the rules of the school and submit to such discipline as would be exercised by a kind, firm and judicious parent.

22. All pupils shall be responsible to the teacher for their conduct on the school premises, and also for their behaviour on the way to and from school unless accompanied by one of their parents or guardians or some person appointed by them.

23. The board may require the parent or guardian of any pupil to replace or pay for any school property destroyed, broken or damaged by such pupil, and may suspend such pupil until the property is replaced or paid for.

COURSE OF STUDY.

24. The course of studies prescribed by the Department of Education shall form the basis of the teacher's work. It represents the minimum requirements for each standard and should be followed as a guide in classifying pupils. It may be modified to meet the needs of special schools but not without the written consent of an inspector who shall forthwith report the facts to the department.

TEACHING OF FOREIGN LANGUAGES.

25. Subject to the provisions of section 136 of The School Ordinance the board of any district may employ one or more competent persons to instruct the pupils attending school in any language other than English. Such instruction shall be given between the hours of three and four o'clock in the afternoon of such school days as may be selected by the board and shall be confined to the teaching of reading, composition and grammar. The text books used shall be those authorized by the Minister of Education.

26. In any school in which only a part of the pupils in a class receives instructions in a foreign language it shall be the duty of the teacher in charge to see that the remaining members of the class are profitably employed while such instruction is being given.

TEXT BOOKS.

27. The text books used by the pupils in any school shall be those authorized by the Minister of Education. No teacher shall require his pupils to purchase any other books.

REFERENCE BOOKS.

28. All reference books purchased by boards for the use of pupils and teachers shall be selected from the list authorized by the Minister of Education. In case any board desires to provide its school with books other than those contained in the authorized list, it may do so upon receiving the approval of the Minister.

SCHOOL LIBRARIES.

29. All books purchased for school libraries shall be selected from the list authorized by the Minister of Education. Every school library shall be held in trust by the board as a part of the school property.

30. The board shall provide a suitable book case and shall make such regulations for the preservation and circulation of the books as may be deemed advisable. In the absence of any such regulations the following shall be deemed to be in force:

(1) The principal (or teacher) of the school shall be librarian and the treasurer of library funds. He shall prepare a catalogue of the books and shall disburse all funds on the order of the board.

(2) The books shall be suitably covered with stout wrapping paper and numbered on their backs. The name and number of the school district, the number of the book, and the date when purchased shall be entered on the inside of the front cover of each book.

(3) The librarian shall not issue to any pupil more than one volume at a time, nor shall any pupil be allowed to retain a book for more than two weeks.

(4) The librarian shall keep a record of every book loaned, in the following form:

Pupil's Name	No. of Book	When Delivered	When Returned	Condition when Returned	Fines when Paid

(5) At the close of each school term all books belonging to the library shall be called in. During the vacation period, or while school may remain closed, pupils may, upon the written order of a trustee, obtain books from the secretary of the district, who for the time being shall act as librarian.

(6) The following fines, if authorized by the board, shall be assessed by the librarian: (*a*) for not returning a book within two weeks, 5 cents for each week it is detained beyond the limit fixed; (*b*) for any injury beyond ordinary wear, an amount proportionate to the injury; (*c*) for the loss of a book, the cost thereof.

(7) All fines assessed shall be paid within a week, and in case of failure to pay a fine the pupil fined shall not be entitled to enjoy the privileges of the library.

INSPECTION OF SCHOOLS.

31. Every inspector shall visit each school in his inspectorate as frequently as the Minister may direct. On the occasion of his official visit the inspector shall have supreme authority in the school and he shall conduct inspection in accordance with the special instructions of the department.

32. If deemed necessary for the purpose of inspection the inspector may extend the regular school hours, or, upon giving due notice to the teacher and pupils, he may require any school to be kept open on Saturday, in which case the attendance for Saturday shall be duly entered in the register.

TEACHERS' READING COURSE.

33. The Minister of Education may prescribe a course of reading for teachers. Teachers may at any time enter upon the course (which shall be optional) by reading one or more of the three books prescribed each year.

34. Any teacher who desires a certificate of having read satisfactorily any book prescribed shall write brief essays on topics based upon such book and assigned by the Department of Education. He shall also make a declaration that he has carefully read the book and that the essays written were composed by him. The essays and declaration shall be transmitted to the Department of Education not later than March 1st in each year.

35. Any teacher who submits to the department certificates of having read satisfactorily nine of the books prescribed shall receive a diploma certifying to the completion of one full reading course. Additional diplomas shall be awarded to teachers who complete additional courses of nine books.

TEACHERS' MEETINGS.

36. In every school in which more than two teachers are employed it shall be the duty of the principal to convene, at least once a month, a meeting of his assistants for the purpose of conferring on matters pertaining to the organization, management and discipline of the school. A brief record of the proceedings of each meeting shall be kept and shall be referred to the inspector on the occasion of his official visit. It shall be the duty of the assistant teachers to attend such meetings and in case of their neglect or failure to do so the principal shall report the matter to the board

TEACHERS' CONVENTIONS.

37. Upon receiving the approval of the Minister of Education the officers of any teachers' association may arrange for an annual convention, the object of which shall be to promote the teaching efficiency of its members.

38. The inspector shall be, *ex officio*, member of the committee of management of each association in his inspectorate, and he shall be consulted by the committee with respect to the arrangements for the annual convention.

39. Every convention held shall be subject to the following regulations:

(1) The secretary of the association shall give due notice of the convention to each teacher residing within reasonable distance of the place of meeting. (Upon application to the department lists of teachers will be furnished to associations.)

(2) The convention shall be held on such days as are approved by the Minister of Education.

(3) At the commencement of each session of the convention the presiding officer shall cause a roll of the members of the association to be called, and at the close of the convention the secretary shall forthwith forward to the department a record of the attendance in the form prescribed for the purpose.

(4) The president of the association shall as soon as practicable transmit to the department an outline report of the work of each session of the convention and when deemed advisable he may include in such report extracts from addresses given or papers read.

TEACHERS' INSTITUTES.

40. The Minister of Education shall arrange for the holding of teachers' institutes at suitable places in the province.

41. All teachers residing within reasonable distance of the place where an institute is to be held shall receive from the department due notice thereof and shall be expected to attend.

ATTENDANCE AT CONVENTIONS AND INSTITUTES.

42. Every teacher who desires to attend any teachers' convention or teachers' institute held under these regulations shall have the right to do so; and every district whose teacher attends any such convention or institute shall be entitled to the government grant for the teaching days during which such teacher is present at the convention or institute as shown by the register of attendance received by the department.

MIDSUMMER INSTITUTE.

43. Whenever twenty or more duly qualified teachers make application to the Department of Education for the establishment of a midsummer institute the Minister of Education may cause such institute to be organized under the control and management of such special instructors as may be appointed by him.

44. Every such institute shall be held during the month of July or August at such time and place as may be determined by the Minister. It shall continue in session for at least one week and shall have as its object the professional improvement of its members.

DEPARTMENTAL EXAMINATIONS.

45. There shall be held annually at such times and places as the Minister of Education may determine departmental examinations for Standards V, VI, VII and VIII. These examinations shall be based upon the course of studies prescribed and shall be conducted in the manner provided by such special regulations or instructions in that behalf as may from time to time be issued by the Minister.

NORMAL SCHOOLS.

54. There shall be held annually one or more sessions of (*a*) the Provincial Normal School for the training of teachers for first and second class interim certificates; (*b*) such other Normal schools as may be deemed necessary for the training of teachers for third class certificates. Every session shall be held at such time and place and shall continue for such length of time as may be determined by the Minister of Education. No fees shall be charged students in attendance.

55. Every applicant for training shall apply to the Department of Education for a card of admission. Cards of admission may be granted to females over sixteen years of age and males over eighteen years of age, who hold or are entitled to Standard VI, VII or VIII diplomas. Any person holding a card of admission who fails to be present on the opening day of the session shall forfeit his right to attend.

56. The principal of the Provincial Normal School shall be responsible for its organization, discipline and management, and subject to the approval of the Minister of Education shall prescribe the duties of his staff.

57. Teachers-in-training shall submit to such rules and regulations respecting attendance, classification, conduct, and examinations as may be prescribed by the principal and approved by the Minister of Education, and they shall lodge and board at such houses as are approved by the principal.

58. Teachers-in-training sha l be required to pursue such studies and pass such examinations and tests in teaching as may from time to time be prescribed by the Minister of Education.

APPENDIX B.

PROGRAMME OF STUDIES.

STANDARDS I–V.

This programme is based on a *minimum* requirement for each standard. It is prescribed by the Department of Education as a guide in classifying pupils. It may be modified to meet the needs of special schools but not without the written consent of an inspector who shall forthwith report to the department. The work in each standard includes a review of the essentials in previous standards.

It shall be the duty of each teacher to make a time table, based on this programme, and to present it to the inspector, at each visit, for his approval and signature.

READING AND LITERATURE.

Silent reading is used to obtain ideas and thoughts through printed or written words –to comprehend the subject-matter as a whole and to grasp the significance of the parts, as well as to discover and appreciate beauties of thought and expression.

Oral reading is used to express these ideas and thoughts so as to be heard, understood and felt. It involves systematic training in the principal elements of expression—quality of voice, pitch, force, time, stress, inflection, emphasis, pause.

Supplementary reading is used to furnish additional reading matter; to provide reading collateral to the studies in nature, geography, history, literature, etc.; to cultivate a taste for good literature. Its use is optional.

Sight reading in silence is used to give power to glean thought quickly and intelligently from the printed page. It is followed by logical statement, in the pupil's own words, of what he has gleaned.

Selections of poetry and prose inculcating reverence, love of country, love of nature and admiration of moral courage are to be committed to memory and recited.

Standard I.

Authorized First Readers. Authorized Supplementary Readers.

Standard II.

Authorized Second Readers. Authorized Supplementary Readers.

Standard III.

Authorized Third Reader. Authorized Supplementary Readers.

Standard IV.

Authorized Fourth Reader. Authorized Supplementary Reader.

Standard V.

Reading: A general knowledge of the subject-matter of all the prose selections in the New Canadian Reader, Book V. These selections, except those prescribed for Literature, are for independent supplementary reading rather than for study. Practice in oral reading.

Literature: Intelligent comprehension of and familiarity with the authorized selections from the New Canadian Reader, Book V, with memorization of the finest passages.

ORTHOEPY AND SPELLING.

Much attention should be given to accurate pronunciation. Pupils of the third, fourth, and fifth standards should have constant practice in finding the pronunciation and meaning of words from the dictionary.

Special drills should be given on such words as are in their nature difficult to spell, and such as have been frequently misspelled in compositions. Pupils should not be drilled on the spelling of words which they may seldom or never have occasion to use.

Standard I.

Part I: Phonic analysis and synthesis, copying words, oral spelling.

Part II: Phonic analysis and synthesis, oral and written spelling of such words in each lesson as the pupils can learn while mastering the reading matter, transcription, dictation, uses of capital letters and terminal punctuation marks.

Standard II.

Phonic analysis and synthesis, transcription, oral and written spelling of such words in each lesson as the pupil can learn while mastering the subject-matter—words to be arranged so far as possible in groups according to the similarity in form; dictation; careful attention to spelling in all written exercises; uses of capital letters, terminal punctuation marks, quotation marks.

Standard III.

Careful attention to spelling in all written work; exercises as in previous standards; division of words into syllables, and marking the accent; common abbreviations and contractions; simple synonyms.

Standard IV.

Exercises as in previous standards; a few helpful rules of spelling formulated inductively; meaning of common prefixes and suffixes.

Standard V.

Careful attention to spelling in all written work; division of words into syllables, and marking the accent; abbreviations and contractions; synonyms; meaning of common prefixes and suffixes; derivation and composition of words, exercises being confined mainly to words which have English primitives.

COMPOSITION.

(*a*) Composition should consist almost entirely of expressions of thoughts evolved in the teaching of such studies as geography, history, agriculture, literature, etc. (*b*) Through progressive exercises, both critical and constructive, the pupils should be led to discover and apply the leading principles and maxims of expression. Only the most important errors should be corrected in any one composition.

Standard I.

Brief oral and written expression, in complete sentences, of simple thoughts suggested by observation of objects, animals, plants and pictures; narration of personal experiences; reproduction of the substance of the lessons in reading, etc.

Standard II.

(*a*) Brief oral and written description of observed objects, animals, plants and pictures; narration of personal experiences; reproduction of the substance of the lessons in reading, history, etc.; simple letter writing.

(*b*) Combining thoughts into a simple sentence; mechanics of composition—heading, margins, etc.

Standard III.

(*a*) Correct oral expression of thoughts evolved in the teaching of all subjects; brief, accurate and legibly written expression of these thoughts; the paraphrase.

(*b*) Sentence structure in outline; use of the paragraph; forms for letters, accounts and receipts; drill to correct the chief errors revealed in written expression.

Standard IV.

(*a*) Correct oral expression of thoughts evolved in the teaching of all subjects; brief, accurate and legibly written expression of these thoughts; the summary (abstract); social and business letters.

(*b*) Sentence structure; paragraph structure in outline; drill to correct the chief errors revealed in written expression.

Standard V.

The structure of the sentence and paragraph; the abstract, paraphrase and theme; social and business letters. Candidates for examination will be required to write a short composition on some familiar subject which may be chosen from the course prescribed in Reading.

GRAMMAR.

Grammar shows the structure of language. By revealing the rules of sentence building it helps the pupil in using correctly the forms of speech which the necessities of expression require.

Through the logical forms of subject, predicate and modifier, it reveals the essential nature of thought and is an aid to the more horough understanding of reading lessons.

The teaching of formal grammar should be brought into close connection with the work in reading and composition. Routine parsing and minute analysis should be avoided.

Standard I.

Oral correction of colloquial errors.

Standard II.

Correction of colloquial errors; a division of a sentence into subject and predicate.

Standard III.

Correction of errors in the language used by pupils. Kinds of sentences—assertive, interrogative, etc.; purpose of each. Parts of speech, phrases, clauses -their functions and places in sentences. General analysis as an aid in getting the ideas in a sentence, and learning what words and groups of words do in the expression of thought.

Standard IV.

Correction of errors in the language used by pupils. Kinds of sentences—simple, compound, etc.; purpose of each. Division of the parts of speech according to use; inflection in outline. General analysis used as a means of discovering the relation and position of ideas in a sentence.

Standard V.

An intelligent comprehension of the authorized text books.

HISTORY.

Training of the moral judgment, and preparation for intelligent citizenship are important aims in teaching history. History should be associated with geography and literature—historical poems, etc.

Standard II.

Biography.—Lives of distinguished men described, *e.g.*: Columbus, The Cabots, Jacques Cartier, Champlain, Bishop Laval, Frontenac, La Salle, Montcalm, Wolfe, Sir Guy Carleton, Lyon Mackenzie, Papineau, Joseph Howe, Alexander Mackenzie, Sir John Macdonald, etc. Discussion of the chief excellences and defects in their character to teach moral discrimination and ultimately to derive principles of conduct. Reading and reciting patriotic poems.

Standard III.

Canadian History.—Outline study from leading features, *e.g.*: Discovery; exploration; struggle between the French and English colonists; Treaty of Paris; Quebec Act; Constitutional Act; War of 1812; Rebellion of 1837; Union Act; Clergy Reserves; Land Tenures —feudal, freehold, leasehold, seignorial; Reciprocity Treaty; British North America Act, etc.

British History.—Biography of persons honoured as types of state or individual life, *e.g.*: Caractacus, Julius Caesar, Arthur, Alfred, Canute, William I, Simon de Montfort, Edward I, Wolsey, Elizabeth, Charles I, John Hampden, Oliver Cromwell, Marlborough, Pitt, Nelson, Wellington, Lord John Russell, Victoria, etc. Discussion of their deeds to train moral judgment and incidentally to teach patriotism and civic duty. Reading and reciting patriotic selections.

In this standard the presentation is to be oral, no text book being prescribed. After the lesson supplementary reading should be encouraged.

Standard IV.

Canadian History.—The text book studied as a review and expansion of the topics discussed in the previous standards.

British History.—Outline study of each people or period to exhibit its chief characteristics, *e.g.*: Saxons—a farmer people; brought with them the germs of our political institutions—a limited monarchy, parliament, courts of justice, personal holdings of lands; gave us the body of our English tongue; became Christians from choice. The presentation of this outline is to be oral. Supplementary reading in history should be encouraged.

Standard V.

Canadian History.—The leading events of Canadian history with particular attention to events subsequent to 1840.

British History.—The outlines of British History.

GEOGRAPHY.

Standard I.

Direction: Position of the sun in the morning, at noon, in the evening; cardinal points of the compass; location of familiar places and objects, by pointing with the hand and naming the direction.

Water: Observation of forms of water, such as clouds, fog, mist, rain, dew, frost, snow and ice to find the more obvious qualities and uses of each.

Winds: Recognition of calm, breeze, gale.

Standard II.

Direction: Semi-cardinal points of the compass; observation of the directions of winds bringing heat, cold, rain, snow, moisture, dryness.

Land: Hills, mountains—direction and nature of their slopes; plain, valley, prairie, cape, peninsula, isthmus, island; relation of these to one another; their uses.

Water: Fuller study of clouds, fog; mist, rain, dew; snow, ice, hail; uses and effects of each; effects of sun and winds on each; spring, brook, river (source, bank, branches, mouth), lake; bay, sea, strait; re ation of these to one another; their uses.

Winds: Calm, breeze, gale, storms, hurricane; effects on land and sea, on plants, animals, people and vessels.

Maps: Construction of maps of school room, school grounds, neighbourhood; map representation of geographical objects studied.

The World as a Whole: Outline study of its form, rotation, axis, poles, equator, hemispheres; hot, temperate and cold parts.

Continents: Their relative positions and sizes; characteristic animals and plants in each; occupations, habits, dress and modes of life of the leading peoples in each.

Oceans: Their relative positions and sizes; some characteristics of each.

Standard III.

Land: Mountain chains, slopes, great plains; description and uses of each. (Teacher's reference: "How to Study Geography," p. XXV and pp. 145–147.)

Water: River systems.

Continent Structure: Great slopes, continental axis, secondary axis, great river basins, great river systems, coastlines. (Teacher's reference: "How to Study Geography," pp. 13–51 and 146–152.)

The World as a Whole: Relief—World ridge from Cape Horn to Cape of Good Hope.

Lowlands: World basins—Their position between the two highlands of each continent. Outline description of each.

Drainage: World water parting; world river system.

Winds: Elementary ideas of causes and influences of trade winds, return trades, polar currents, monsoons. (Consult "Child and Nature," pp. 170–174.)

Ocean Currents: Elementary ideas of causes and influences of Gulf Stream, Japan Current, and polar streams. (Consult "Child and Nature," pp. 174–176.)

Rainfall: Formation of clouds and rain; places with much, little or no rain; reasons.

Climate: Outline study of distribution of climates. (Consult "Child and Nature," pp. 178–181.)

Productions: Chief agricultural, grazing, lumbering and mining regions. (Consult "Child and Nature," p. 185.)

People: The different races and their distribution.

NORTH AMERICA.

References for Teacher's use: Parker's "How to Study Geography," pp. 185–218. King's "Methods and Aids in Geography," chapters XIII–XIV. "The story of our continent."—Shaler.

Position.

Structure: General description of primary and secondary highlands; river basins.

Drainage: Great water partings, great river systems, great lakes.

Outline: Shape, leading projections of land and water.

Climate: Temperature and moisture—their cause and influences generally.

Natural Productions and Productive Regions: Chief agricultural, grazing, lumbering and mining regions; surplus productions and exports; deficiency and imports.

Waterways and Ra lways: Main trade routes.

Cities: Prominent commercial centres of the continent; their relation to belts of products.

Political Divisions: Their relation to the physical structure of the continent; capitals, forms of government, nationalities, state of civilization.

Alberta: Studied generally as a review of a section of the continent; agricultural, grazing, lumbering and mining regions; chief trade routes; principal towns and cities.

Standard IV.

Dominion of Canada: Studied as a section of the continent of North America. Same topics as for continent study. (Teacher's reference: "Geography of the British Colonies," by Dawson and Sutherland.)

South America: Outline study comparing its structure, drainage, coast line, climate and productive regions with those of North America. Political divisions—namely Brazil, the Argentine Republic and Chili. (Teacher's reference: "How to Study Geography," pp. 218–224. "The Geographical Reader."—American Book Company.)

Eurasia: General structure of Eurasia compared with that of North America and that of South America. (Teacher's reference: "How to Study Geography," pp. 224–263.)

Europe.—Under the same topics as North America. Comparisons.

Asia.—Only a very general study of climate, natural productions and productive regions, trade routes, cities. Political divisions—mainly India, Japan and China. Comparisons.

Standard V.

The general geography of the wo ld, geography of Canada more particularly.

NATURE STUDY AND AGRICULTURE.

Teacher's reference books: "Spalding's Introduction to Botany," Newell's "From Seed to Leaf." Goodale's "Concerning a Few Common Plants."

To interest pupils in nature, to train them in habits of careful observation and clear expression, and to lead them to acquire useful knowledge, are important aims in teaching this subject.

The pupil must study the plant, the animal and the soil rather than book descriptions of them. He may consult books after he has made his observations. The study of plant life should be emphasized in spring, though not restricted to that season.

This study should be connected with language, drawing and geography.

Standard I.

Plant Life:

Seeds: Bean, pea, sunflower, corn, wheat.

Germination: Its condition—light, air, moisture, soil, warmth.

Structure: Covering, cotyledons, embryo.

Seed ings: Parts –stems, roots, leaves.

Buds: Poplar, willow, maple, elm, spruce; their covering, unfolding, arrangement on stem.

Animal Life: Cat, dog, cow, horse, sheep, hen, fish; their covering, food, uses.

Standard II.

Plant Life:

Seeds: Fuller study of the germination, growth and structure of seeds prescribed for Standard I.

Plant structure: Herbs, shrubs, trees.

Stem: Its parts—wood, bark, pith; their uses.

Root: Its parts—primary root, rootlets, root hairs; their uses.

Leaf: Its parts—stipules, stock, blade, veins; their uses.

Fruits: Apple, orange, or lemon, plum or cherry, pumpkins or squash, raspberry or strawberry; the use of their parts to plant and to man.

Animal Life: Fuller study of the animals prescribed for Standard I, including structure of feet, head and teeth; relation of structure and habits.

Standard III.

Plant Life:

Leaves: Their position, arrangement, form and venation; their relation to sunlight, air, and direction of water to roots.

Flowers: Silverweed, anemone, rose, violet, everlasting pea, sunflower, wild bergamot; arrangement and uses of their parts.

Roots: Wheat, willow, carrot, turnip, radish, potato. Their forms and the uses of their parts to the plant and to man.

Soils: Outline study of formation, composition, classification, exhaustion, restoration. (Teacher's reference: James and McIntyre's Agriculture.)

Animal Life: Ant, fly, grasshopper; hawk, crane, duck; gopher, wolf, muskrat; adaptation of their forms and structure to their modes of life.

Standard IV.

Plants: Their food—its sources, how taken up, how assimilated; their reproduction, propagation; dissemination of seeds.

Weeds: Bindweed or wild buckwheat, tumbleweed, hedge mustard, stinkweed, Russian thistle; methods of destroying. (Teacher's reference: James and McIntyre's Agriculture.)

Trees: Their cultivation for shade, ornament and protection.

Soils: Preparation for seed. (Reference—prescribed text.)

Animals: Feeding, care and management of horses, cattle, sheep and swine. (Reference—prescribed text.) Insects: Growth, classification, remedies. (Reference—prescribed text.)

Standard V.

(*a*) *Nature Study.*—A general review of the topics prescribed for Standards III and IV including: Leaves—their position, arrangement, form and venation; their relation to sunlight, air and direction of water to roots. Flowers—silverweed, anemone, rose, violet, everlasting pea, sunflower, wild bergamot; arrangement and uses of their parts. Roots—wheat, willow, carrot, turnip, radish, potato; their forms and uses of their parts to the plant and to man. Plants—their food, its sources, how taken up, how assimilated; their reproduction, propagation; dissemination of seeds. Animals—ant, fly, grasshopper; hawk, crane, duck; gopher, wolf, muskrat; adaptation

of their forms and structure to their modes of life. (*b*) *Agriculture.*—A general knowledge of the following topics: Soils—formation, composition, classification, exhaustion, and restoration; preparation for crops; tilling and draining. Crops—their growth, management, rotation, diseases. Live stock and dairying—feeding, care and management of farm animals; butter-making. Insects—growth, classification, remedies. Weeds—wild buckwheat, tumbleweed, hedge mustard, stinkweed, Russian thistle; methods of destroying. Trees—their cultivation for shade, ornament and protection. (Reference books for pupils and teachers: Agriculture by James and McIntyre.)

ARITHMETIC.

Every new thought process in this subject should be developed objectively. Principles and rules should be arrived at inductively. Accuracy and rapidity in the simple fundamental processes are important.

Problems should, as far as possible, have due relation to the demands of business life. Clearness of reasoning, accuracy of statement, and elegance of form in the solution of problems should be emphasized. Pupils should have regular practice in the construction of problems. The subject-matter of nature study, agriculture, geography, etc., furnishes interesting data for many problems.

Standard I.

Teacher's reference: Wentworth's "Primary Arithmetic."

Part I.

Numbers 1 to 12—their combinations and separations, oral and written; the making and use of arithmetical signs.

Making and showing relation of one-half, one-fourth, one-eighth, one-third one-sixth; one-fifth, one-tenth; one-third; one-ninth, one-twelfth; one-seventh; one-eleventh. (Objective illustration—no figures used.)

Use and relation of pint, quart, gallon, peck, bushel; inch, foot, yard; day, week, month, year; five-cent and ten cent coins; simple problems.

Part II.

Numbers 1 to 25—their combinations and separations.

Use and meaning of one-thirteenth.....one-twenty-fifth; review of fractions in Part I.

Use and relation of ounce, pound; hour, day; foot, rod; sheet, quire.

Counting to and from 25 by ones, twos, threes, etc. Drill in rapid figure work (especially addition) involving combinations in the numbers 1 to 10. Reading Roman notation to XXV. Inventing and solving simple problems.

Standard II.

Teacher's reference: Wentworth's "Primary Arithmetic."

Numbers 25 to 100—Addition, subtraction, multiplication and division.

Use and meaning of one-twenty-sixth.....one-one-hundredth. Addition, subtraction, multiplication and division of fractions studied in Part I.

Percentage: Use and meaning of 50%, 25%, 10%, 5%, 33⅓%, 12½%; relation to fractions.

Use and meaning of pound, bushel; square inch, square foot, square yard; finding area of small surfaces.

Counting to and from 100, by ones, twos....tens; multiplication table made and mastered. Oral and written drill in rapid figure work (especially in addition) involving the combinations in the numbers 1 to 25. Reading Roman notation to C. Inventing and solving simple problems suggested by any subject studied.

Standard III.

Notation and numeration; simple rules.

Common fractions: Addition, subtraction, multiplication and division of fractions whose denominations do not exceed one thousand. Common factor and common divisor as needed in fractions.

Decimal fractions: Addition, subtraction, multiplication and division of tenths, hundredths and thousandths; relation to common fractions.

Percentage: Easy problems in simple interest, and profit and loss, using such applications as occur in ordinary business transactions.

Remaining weights and measures used in practical life, taught and applied; measurement of surfaces and right-angled triangles; contents of rooms, boxes. lumber, piles of wood and hay.

Oral and written drill in the figure work of the simple rules to secure accuracy and rapidity.

Standard IV.

Common fractions: Decimal fractions, omitting recurring decimals.

Simple interest, profit and loss, commercial discount, commission. Problems should be confined to cases occurring in ordinary bus ness transactions.

Standard V.

Arithmetic and Mensuration.—A general review of the work prescribed for Standards III and IV, including notation and numeration; measures and multiples, common fractions, decimal fractions, square root, the metric system, the weights and measures used in practical life, measurement of surfaces, contents of rooms, boxes, piles of wood and hay; applications of percentage—profit and loss, simple interest, commercial discount, commission; easy problems in taxes and insurance; ratio and simple proportion, with their applications to partnerships; mensuration as contained in Chapter VII of Hill's Lessons in Geometry. All problems should, as far as possible, have due relation to the demands of modern and commercial business life. Clearness of reasoning and accuracy of statement in the solution of problems should be emphasized. Rapidity and accuracy of work should be aimed at. Exercises in mental Arithmetic should be given.

Algebra: Definitions, simple rules; simple equations with problems; simultaneous equations of the first degree containing two unknown quantities, with easy examples and problems; easy factoring; an elementary knowledge of H.C.F. and L.C.M.

Geometry: As in Hill's Lessons in Geometry, omitting chapters VII, VIII and IX.

Book-keeping: (*a*) A general knowledge of business forms and their uses—receipts, orders, promissory notes, drafts, cheques, bills, accounts, invoices, deposit slips, P.O. money orders, postal notes, etc. (*b*) Single entry—use of books; easy sets.

DRAWING.

Teacher's reference: The Manual for Prang's New Graded Course for Canadian Schools.

Drawing is to be taught as an added means of expression. Pupils are to draw in blank books after observing the type solids and objects.

Standard I.

Teach the following forms as wholes from type solids and objects:

Sphere and similar forms, natural and artificial, *e.g.*: Ball, marble, apple, tomato, cherry, lemon, etc.

Cylinder and similar forms, natural and artificial, *e.g.*: Pencil, bottle, spool, pint measure, cup, rope, ladder, mallet, etc.

Cube and similar forms, natural and artificial, *e.g.*: Box, chest, basket, inkstand, lump of sugar, etc.

Teach their parts—surfaces, faces, edges and corners and the relation of these parts. Compare them.

Illustrative sketching in connection with nature study.

Standards II and III.

The work of Standard I and the following:

The type solids bisected and studied as new wholes.

Hemisphere and similar forms, natural and artificial, *e.g.*, half an apple, dish, bowl, cap, oil can, etc.

Half Cylinder and similar forms, natural and artificial, *e.g.*, band-box, coin, etc.

Half Cube, square prism, right-angled triangular prism and similar forms, natural and artificial, *e.g.*, box, trunk, car, roof of a house, etc.

Teach their parts—surfaces, faces, edges and corners, and the relation of the parts. Compare them.

Teach geometric figures—triangle, square, and rectangle from the solid.

Draw objects based on these figures, *e.g.*, pennant, envelope, door, cross, flag, etc.

Illustrative sketching in connection with nature study.

Standard IV.

The work of previous standards and forms derived from the type solids by variation.

Spheroid, ellipsoid, ovoid, and similar forms, natural and artificial, *e.g.*, lemon, cucumber, watermelon, egg, hops, pear, strawberry, vase, etc.

Cone, circular frustrum, and similar forms, natural and artificial, *e.g.*, carrot, volcano, mountain peak, hour glass, wine glass, etc.

Pyramid, square frustrum and similar forms, natural and artificial, *e.g.*, cupolas, pyramids of Egypt, basket, etc.

Draw from the solids, the geometric figures, circle, ellipse, and oval, and learn the terms circumference, diameter, radius, arc, centre, focus, axis. Draw objects based on these figures, *e.g.*, target, circular window, hand mirror, eye glass, horse shoe, padlock, fan, spoon, etc.

Illustrative sketching in connection with other studies.

Standard V.

Representation, construction, decoration as in Prang's New Graded Course in Drawing for Canadian Schools, Books I and II.

MUSIC (OPTIONAL).

Standards I and II.

Singing of rote songs, drill on the scale and intervals—Normal Music Course First Reader, Part I.

Standards III, IV and V.

Normal Music Course First Reader. Second Reader when First is mastered.

HYGIENE—PHYSIOLOGY.

Teacher's reference: Ontario Manual of Hygiene or Ontario Public School Physiology and Temperance.

For convenience in teaching these subjects the ungraded school may be divided into two sections, the first comprising the pupils in Standards I and II and the second those in Standards III, IV and V. Practical effect should be given to the instruction in this subject by attention to the physical condition and habits of the children; the ventilation, lighting, heating and cleaning of the school room; and the supervision by the teacher of the sports and gymnastic exercises of the pupils.

Topics: Lessons on cleanliness, proper clothing, pure air, good water, exercise, rest, avoidance of draughts, wholesome food, temperate habits, bathing, accidents, poison, disinfectants, digestion, circulation, respiration, care of the eye and ear.

STIMULANTS AND NARCOTICS WITH SPECIAL REFERENCE TO THE USE OF ALCOHOL AND TOBACCO.

The great purpose is to build up in the mind a theory of self control and willingness to abstain from acts that may grow into dangerous habits. The moral and social effects should be made prominent and abstinence be inculcated from higher ends than such as concern only the body. Technicalities and persistent dwelling upon details of disease should be avoided. Special delicacy of treatment is needed in those unfortunate cases in which children find themselves between the safe teaching of the school and the counter practices and influences of the home. Refrain from assertions of what is uncertain or since ely doubted by high authority, or likely to be repudiated by the pupil when he is mature enough to judge for himself, since the admitted and unquestioned facts about the more dangerous stimulants and narcotics, and alcoholic drinks in particular, furnish invincible reason why people in general should do without them and young people above all others.

Teach what a stimulant is, what a narcotic is, what each may cause; effects of alcohol on the digestive, circulatory, muscular and nervous system.

Teach that tobacco contains a poisonous substance called nicotine, that it frequently injures the throat, lungs, heart and other organs in adults, that it is far more harmful to young and growing persons than to adults, that it is particularly objectionable in the form of a cigarette, that children should avoid it in all its forms, and that, as a rule, the more sparingly grown people use it the better.

MANNERS AND MORALS.

Teacher's reference: White's School Management, pp. 218–294.

Ungraded schools may be divided as in hygiene when direct instruction is given.

It is the duty of the teacher to see that the pupil practises those external forms of conduct which express a true sense of the proprieties of life and that politeness which denotes a genuine respect for the wants and wishes of others. It is his duty to turn the attention of the pupils to the moral quality of their acts and to lead them into a clear understanding and constant practice of every virtue. His own influence and example, the narration of suitable tales to awaken right feeling; the memorizing of gems embodying noble sentiments, and maxims and proverbs containing rules of duty, direct instruction, etc., are means to be employed.

Topics: Cleanliness and neatness, politeness, gentleness, kindness to others, kindness to animals, love, truthfulness, fidelity in duty, obedience, nobility, respect and reverence, gratitude and thankfulness, forgiveness, confession, honesty, honour, courage, humility, self respect, self control, prudence, good name, good manners, temperance, health, evil habits, bad language, evil speaking, industry, economy.

APPENDIX C.

PUBLIC SCHOOL LEAVING EXAMINATIONS, 1912.

GENERAL.

1. The annual Public School Leaving Examination shall be held upon such days between June 15th and 30th as may be fixed by the Minister of Education.

2. Teachers having candidates for examination shall make application to the department in the form prescribed. All applications must be forwarded before May 15th.

3. Candidates shall write at such schools as may from year to year be selected by the Minister. There is no examination fee.

4. The answer-papers of candidates shall not be examined until their teachers report to the department that in their judgment the candidates have completed and given due attention to the course prescribed in reading, and hygiene and temperance.

5. In order to pass a candidate is required to obtain 50 per cent. of the total number of marks, 50 per cent. on penmanship, 40 per cent. on the paper in composition, and 34 per cent. on every other paper.

6. Unsuccessful candidates shall be furnished with a statement of the subjects on which they failed.

COURSE OF STUDIES AND SUBJECTS OF EXAMINATION FOR THE YEAR ENDING JUNE 30TH, 1912.

In the following course certain subjects are *obligatory* and others *optional*. The obligatory subjects are those which all pupils in the standard are required to study whether prescribed for examination or not. The optional subjects are those whose study may, with the consent of his parents, be omitted by any pupil unless he intends to be a candidate for examination in which case he must complete the course prescribed in geometry and agriculture in addition to the obligatory subjects. Every candidate must write on all the subjects prescribed for examination.

Reading: A general knowledge of the subject-matter of all the prose selections in the New Canadian Reader, Book V. These selections—except those prescribed for literature—are for independent supplementary reading rather than study. Practice in oral reading.

Literature: Intelligent comprehension of and familiarity with the following selections from the New Canadian Reader, Book V; with memorization of the finest passages.

Poetry:—Dora, p. 13; The Irish Emigrant, p. 21; Rosabelle, p. 97; The Ancient Mariner, p. 75; King Robert of Sicily, p. 179; The Vision of Sir Launfal, p. 186; The Birds of Killingworth, p. 216; The Tomb of Arthur, p. 256; The Brook, p. 294; The Fairies, p. 313; Ode on the Death of Wellington, p. 329; Contentment, p. 344; The British Flag, p. 376; A Song of Canada, p. 380.

Prose:—Rip Van Winkle, p. 47; Crusader and Saracen, p. 99; The Tragedies of Birds' Nests, p. 205; Sir Roger de Coverley, p. 261; Lord Clive, p. 314; Canada and the Empire, p. 363; Canada and the Empire, p. 366.

Composition: The structure of the sentence and paragraph; the abstract, paraphrase and theme; social and business letters. Candidates for examination will be required to write a short composition on some familiar subject which may be chosen from the course prescribed in reading.

Grammar: An intelligent comprehension of Goggin's New Elementary Grammar.

Orthoepy and Spelling: Careful attention to spelling in all written work; division of words into syllables and marking the accent; use of dictionary and diacritical marks; abbreviations and contractions; synonyms; meaning of common prefixes and suffixes; study of common Latin noun; adjective and verb forms; derivation and composition of words; analysis of meaning of English words derived from Latin on basis of significance of root, prefix and suffix forms. Text book: The Alberta Public School Speller.

Arithmetic and Mensuration: A general review of the work prescribed for preceding grades including notation and numeration, weights and measures, compound rules and reduction, measures and multiples, vulgar and decimal fractions, square root, metric system, measurement of surfaces, contents of rooms, boxes, piles of wood and hay; business application of percentage, commission, interest, trade discount, insurance, partnerships, taxes and duties; miscellaneous problems; mensuration as contained in Chapter VII of Hill's Lesson in Geometry. All problems should, as far as possible, have due relation to the demands of modern commercial and business life. Clearness of reasoning and accuracy of statement in the solution of problems should be emphasized. Rapidity and accuracy of work should be aimed at. Exercises in mental arithmetic should be given. Text book in Arithmetic: Kirkland and Scott's Elementary Arithmetic, revised and enlarged edition.

Geometry: As in Hill's Lessons in Geometry, Chapters I, II, III and IV (omitting the theorems), with definitions of Chapters V and VI.

Book-Keeping: (*a*) A general knowledge of business forms and their uses—receipts, orders, promissory notes, drafts, cheques, bills, accounts, invoices, deposit slips, P.O. money orders, postal notes, etc.; (*b*) Single entry—use of books; easy sets. Text book: Black's Public School Book-keeping.

Geography: The general geography of the world; geography of Canada more particularly Text book: The New Canadian Geography (Saskatchewan and Alberta Edition).

History: The leading events of Canadian history with particular attention to events subsequent to 1840; the outlines of British history. Text books: Duncan's The Canadian People, Symes and Wrong's English History.

Nature Study and Agriculture: (*a*) *Nature Study*—A general review of the topics prescribed for preceding grades including leaves—their position, arrangement, form and venation; their relation to sunlight, air and direction of water to roots. Flowers—silver weed, anemone, rose, violet, everlasting pea, sunflower, wild bergamot; arrangement and uses of their parts. Roots—wheat, willow, carrot, turnip, radish, potato; their forms and uses of their parts to the plant and to man. Plants—their food, its sources, how taken up, how a similated; their reproduction; propagation; dissemination of seeds. Animals—ant, fly, grasshopper; hawk, crane, duck; gopher, wolf, muskrat; adaptation of their forms and structure to their modes of life. (*b*) *Agriculture*—A general knowledge of the following topics: Soils—formation, composition, classification, exhaustion and restoration; preparation for crops; tilling and draining. Crops—their growth, management, rotation, diseases. Live stock and dairying—feeding, care and management of farm animals; butter making. Insects—growth, classification, remedies. Weeds—wild buckwheat, tumble-weed, hedge mustard, stinkweed, Russian thistle; methods of destroying. Trees—their cultivation for shade, ornament and protection. Reference book for pupils and teachers: Agriculture by James and McIntyre.

Hygiene and Temperance: As outlined in the Programme of Studies for preceding grades. Teacher's reference books: Ontario Public School Physiology and Temperance. Knight's Introductory Physiology and Hygiene (Copp, Clark Co.).

Penmanship: Principles of letter formation; figures; ledger headings; addressing envelopes; a legible business hand. Neatness and legibility should be required in all written exercises.

Drawing: Representation, construction, decoration, as in Prang's New Graded Course in Drawing for Canadian Schools, Books I and II. Teacher's reference: The Manual.

Music: As outlined in the Programme of Studies for preceding grades. Text book: King Edward Music Readers (First and Second).

The *obligatory* subjects of the standard are Reading, Literature, Composition, Grammar, Orthoepy and Spelling, Arithmetic and Mensuration, Geography, British and Canadian History, Nature Study, Hygiene and Temperance, Physical Culture, Penmanship and Drawing.

The *optional* subjects of the standard are Geometry, Bookkeeping, Agriculture and Music.

Candidates for Examination shall be required to write upon the following subjects: Literature, Composition, Grammar, Orthoepy and Spelling, Arithmetic and Mensuration, Geometry, History, Geography, Drawing, Nature Study and Agriculture. The marks for Penmanship shall be awarded on the Composition paper.

APPENDIX D.

COURSES OF STUDIES AND ANNUAL EXAMINATION FOR GRADES IX AND X.

GENERAL.

1. The annual departmental examination for Grades IX and X shall be held between June 20th and July 15th, upon such days and at such places as may be determined by the Minister of Education.

2. Every candidate who desires to write upon any departmental examination shall, not later than May 15th, make application to the department. Special forms are furnished for this purpose.

3. The Principal of every school having candidates for examination shall, before June 30th, forward to the department a confidential report on each candidate under the following heads: Length of time preparing for examination, regularity of attendance, attitude towards work, general grasp of each subject, physical fitness for examination, chances for passing. Where possible percentages based upon the candidate's work during the year should be given.

4. In order to be eligible for admission to the Grade X examination in 1912, candidates must have previously written upon the Standard VI examination, or have received from the department notice of admission to this examination.

5. In order to pass a candidate is required to obtain 50 per cent. of the total number of marks, 40 per cent. on the paper in English Composition, and 34 per cent. on every other paper or on each part thereof.

6. Every person who passes the annual departmental examination for Grade IX or X shall receive a Diploma certifying thereto.

7. Any candidate who fails to pass the examination for Grade X may be granted a Grade IX Diploma provided such candidate obtains 40 per cent. of the total marks, and 30 per cent. on each paper.

8. Every unsuccessful candidate shall be furnished with a statement of the subjects on which he failed, and shall have the right to appeal within twenty days from the time the results of the examinations are announced. Each appellant shall state the answer-papers he desires to have re-examined and the specific reasons therefor. No appeal shall be considered unless it is accompanied by the fee prescribed.

9. The fee for each examination shall be $3.00 payable to the presiding examiner on the first day of the examination. If a candidate desires to write on only one or two subjects, the fee shall be $1.00, if on three or four subjects, $2.00. The fee for each appeal shall be $2.00. If an appeal is sustained the fee shall be refunded.

COURSES OF STUDIES AND SUBJECTS OF EXAMINATION FOR THE YEAR ENDING JUNE 30TH, 1912.

GRADE IX.

Obligatory Subjects:—

English Literature: A thorough study of the subject-matter, structure and language of each prescribed selection with practice in oral reading.

Texts for Class Study, 1912:
- Coleridge—The Ancient Mariner.
- The following selections from English narrative poems:—
  - The Pied Piper (Browning).
  - How they brought the news from Ghent to Aix (Browning).
  - Michael (Wordsworth).
  - The Revenge (Tennyson).
  - The Prisoner of Chillon (Byron).
- Hawthorne—Wonder Book.
- Dickens—Christmas Carol.

Texts for Supplementary Reading, 1912:
- Church Stories from Homer.—
  1. Iliad.
  2. Odyssey.
- Scott—Ivanhoe.
- Longfellow—Evangeline.
- Palgrave—Golden Treasury. The following poems to be committed to memory:
  1. Shakespeare—Where the bee sucks, there suck I (II).
  2. Shakespeare—Come into these yellow sands (III).
  3. Milton—On his own blindness (XCIV).
  4. Ben Johnson—Hymn to Diana (CII).
  5. Keats—On first looking into Chapman's Homer (CCX).
  6. Scott—Hunting Song (CCLXXXV).
  7. Wordsworth—To the Cuckoo (CCLXXXIX).
  8. Wordsworth—The Reaper (CCXCVIII).

Composition and Rhetoric: Short compositions based chiefly on subjects chosen from the texts prescribed for supplementary reading. Special attention will be given to narrative themes involving the principles treated of in the portion of the text book prescribed for this grade, *e.g.*, unity, arrangement, proportion, introduction and conclusion, characterization and conversation, principles of punctuation, letter-writing. Text book: Manual of Composition and Rhetoric (Gardiner, Kitteredge & Arnold).

Grammar: A general knowledge of the prescribed text book. Text book: The High School Grammar, revised edition.

Writing: The Public School Course continued.

History: The leading events of Canadian and British History. Examinations in History will be so framed as to require comparison and the use of judgment on the student's part rather than the mere exercise of memory. Text books: Duncan—History of the Canadian People; Buckley & Robertson—High School History.

Geography: General geography of the world, with special attention to the geography of Canada and the British Empire. Text book: Dominion School Geography (Gage & Co.).

Arithmetic and Mensuration: A general knowledge of the subject as treated in the prescribed text. Text book: The High School Arithmetic (Morang).

Algebra: Definitions and notation; facility in the use of Algebraic symbols; and in the interpretation of relations expressed by symbols; addition; subtraction; multiplication; division; simple equations of one, two and three unknown quantities and problems solved by the use of simple equations; simple factoring. Text book: C. Smith's Elementary Algebra, Chapters I to IX inclusive.

Geometry: Baker's Theoretical Geometry, Books I and II.

Book-Keeping: A knowledge of business forms, usages and correspondence; book-keeping by single and double entry. Text book: Black's Public School Book-keeping.

Botany and Agriculture: Botany—(*a*) As in prescribed texts, omitting chapters VI, XII, XIV, XX, XXI, XXII, XXIII, and microscopic work; (*b*) A knowledge of the structure, function and relation of the root, stem, leaf and flower of typical plants belonging to the orders Ranunculaceae, Cruciferae, Leguminosae, Rosaceae and Liliaceae. Determination of plants belonging to these orders. Field work by each student is essential. Agriculture—As in prescribed text. Text books: Bergen's Foundations of Botany without Key and Flora (Ginn & Co.); Agriculture by James and McIntyre (Morang & Co.). Teacher's references: Spotton's High School Botany, Manitoba edition (W. J. Gage Co.); Coulter's Plant Relations (Morang & Co.); Bailey's Principles of Agriculture (The Macmillan Co. of Canada).

Physical Science: Merchant & Fessenden's High School Physical Science, Part I, revised edition, Chapters I to IX inclusive.

Drawing: Representation, construction, decoration, as in Prang's New Graded Course in Drawing for Canadian Schools, Books I, II, and III. Teacher's reference: The Manual.

Optional Subjects:—

Latin:—

Grammar: Bennett's Foundations of Latin (pp. 1-85).

Reading: Beresford's First Latin Reader (Blackie), Part I and first 15 selections of Part II.

French:—

Grammar: High School French Grammar (Fraser & Squair), Lessons I-XXIV, and XXVI-XXIX, also regular conjugations, *avoir* and *etre* (See Sections 153-155 Part II).
Reading: Laboulaye—Contes Bleus (pp. 1-45),—Heath.

German:—

Grammar: First year German (Collar), Lessons I-XXVI.
Reading: Extracts in Collar's Grammar (pp. 152-177).

The *Examination* subjects for Grade IX Diploma are:—English Literature, Composition and Rhetoric, History, Geography, Arithmetic and Mensuration, Algebra, Bookkeeping, Botany and Agriculture, and Physical Science.

The Principal of every school having candidates for examination shall, before June 30th, forward to the Department a report stating whether or not, in his judgment, the individual candidates have satisfactorily covered the courses prescribed for this grade in Supplementary Reading, Grammar, Geometry, and Drawing.

GRADE X.

Obligatory Subjects:—

English Literature: A thorough study of the subject-matter, structure and language of each prescribed selection with practice in oral reading.

Texts for class study, 1912:
Tennyson—Idylls of the King.
Shakespeare—Merchant of Venice.
Eliot—Silas Marner.
Southey—Life of Nelson.
Martin—Study of a piece of Coal.

Texts for Supplementary Reading, 1912:
Dickens—A Tale of Two Cities.
Parkman—The Oregon Trail.
Scott—The Lady of the Lake.

Palgrave—Golden Treasury. The following poems to be committed to memory:

1. Shakespeare—Where the bee sucks, there suck I (II).
2. Shakespeare—Come into these yellow sands (III).
3. Milton—On his own blindness (XCIV).
4. Ben Johnson—Hymn to Diana (CII).
5. Keats—On first looking into Chapman's Homer (CCX).
6. Scott—Hunting Song (CCLXXXV).
7. Wordsworth—To the Cuckoo (CCLXXXIX).
8. Wordsworth—The Reaper (CCXCVIII).

Composition and Rhetoric: Short compositions based chiefly on subjects chosen from the texts prescribed for supplementary reading. Special attention will be given to narrative and descriptive themes. Work palpably defective in spelling, writing, punctuation or division of paragraphs will not be accepted at examinations.

Instruction in the fundamental principles of rhetoric should be given in connection with this study. Text book: Sykes' Elementary English Composition.

English Grammar: A general knowledge of the subject as treated in the prescribed text. Text book: The High School Grammar, revised edition.

History: The leading events of Canadian and British History. Examinations in History will be so framed as to require comparison and the use of judgment on the student's part rather than the mere exercise of memory. Text book: Duncan's Canadian People (Western edition); Buckley & Robertson's High School History.

Geography: A general knowledge of physical geography as treated in the prescribed text. Text book: Tarr's Elementary Physical Geography.

Arithmetic and Mensuration: Text book: Hamblin Smith's Arithmetic (1907 edition).

Algebra: A thorough review of the course of Grade IX, continuation of factoring, equations involving the principles of factoring in their solution, highest common factor, least common multiple, fractions, simple equations of one, two and three unknowns, problems based on equations. Text book: C. Smith's Elementary Algebra, Chapters I-XIII inclusive.

Geometry: Euclid's Elements, Book I, with easy deductions. Text book: Todhunter and Loney, Book I.

Physical Science: Merchant and Fessenden's High School Physical Science, Part I (revised edition), Chapters I-XXIV inclusive.

Drawing: Course in Grade IX continued. Text book: Prang's New Graded Course in Drawing for Canadian Schools, Books I, II and III. Teacher's Reference: The Manual.

Optional Subjects—

Latin:—

Grammar: Bennett's Foundations of Latin (pp. 1-168).

Reading: Beresford's First Latin Reader (Blackie), Parts I, II and III.

French:—

Grammar: High School French Grammar (Fraser & Squair), Review of course for Grade IX and Lessons XXX-XXXIV; commoner irregular verbs; syntax of the verb (Sections 227-299).

Reading: Lemaitre—Contes Extraits de Myrrha (Heath).

German:—

Grammar: First Year German (Collar). Review of course for Grade IX and Lessons XXVII-LX.

Reading: Extracts in first year German.

The *Examination* subjects for Grade X Diploma are:—English Literature, Composition and Rhetoric, Grammar, History, Geography, Arithmetic and Mensuration, Algebra, Geometry, Physical Science, and Drawing. Candidates may also write on one or more of the language options in order to obtain standing in these sub ects.

APPENDIX E.

CERTIFICATES AND DIPLOMAS.

COURSES OF STUDY: STANDARDS VII AND VIII, AND NORMAL SCHOOLS FOR THE YEAR ENDING JUNE 30TH, 1912.

CERTIFICATES.

1. No person shall be engaged, appointed, employed or retained as teacher in any school unless he holds a valid certificate of qualification granted by the Minister of Education. This regulation shall not apply to persons employed under the provisions of subsection 2 of section 136 of The School Ordinance.

2. Certificates of qualification shall be of the following classes:

(*a*) Interim certificates of the first and second class valid for one year from the close of the school term during which they are issued.

Interim certificates may be granted: (1) on the recommendation of the Principal of the Normal School to students who have completed a course in training, (2) under the provisions of regulation 6.

(*b*) Professional certificates of the first and second class valid for life unless suspended or cancelled for cause.

Professional certificates of either class may be granted to persons who have taught successful y in the province for at least one year while holding a valid interim certificate of the same class. Persons holding interim certificates obtained on the recommendation of the Principal of the Normal School must also have passed the professional examination prescribed for teachers.

(*c*) Third class certificates valid for three years from June 30th of the year during which the holders thereof obtained diplomas entitling them to admission to a Normal School.

Third class certificates may be granted on the recommendation of the Principal of the Normal School to students who have completed a course in training and who have passed the prescribed professional examination.

(*d*) Provisional certificates valid until the close of the school term during which they are issued.

A provisional certificate may be granted either upon the application of a board of trustees that has failed to secure a duly qualified teacher, or upon the recommendation of an inspector. A board of trustees in applying for a provisional certificate for any person must satisfy the Department that a duly qualified teacher is not available. The board shall also furnish satisfactory evidence of the character and qualifications of the person for whom the certificate is requested.

(*e*) Kindergarten certificates for principals and assistants in kindergartens.

3. On receiving an application from a board of trustees, accompanied by a recommendation from an inspector, the Minister of Education may, if a qualified teacher is not available, extend a third class or a provisional certificate to the end of the school term following that during which such certificate expired.

4. Persons whose third class certificates have expired and whose teaching has been favourably reported upon by an inspector may have their certificates renewed by passing the examination for Standard VI and the prescribed examination in pedagogy.

5. The Minister of Education may extend the time during which an interim certificate shall be valid.

6. Persons holding certificates or diplomas not obtained in the Province of Alberta may be granted such standing as the Minister of Education may deem them entitled to. Every applicant for an interim certificate under this regulation shall submit to the Department (*a*) the certificates which he holds, (*b*) an official statement that such certificates are valid and in force, (*c*) a certificate of moral character dated within three months of the time of presentation, (*d*) a recent testimonial from the inspector under whom he last taught.

7. Upon the recommendation of the Principal of the Normal School the Minister of Education may permit any teacher-in-training who has failed to pass the professional examination at the close of the session to write upon such examination at a subsequent session; but in case of a second failure every such person who desires to qualify as a teacher shall be required to attend another session and pass the prescribed professional examination.

DIPLOMAS.

EXAMINATION REQUIREMENTS.

Standards VII and VIII.

1. The annual departmental examinations shall be held between June 20th and July 15th upon such days and at such places as may be determined by the Minister of Education.

2. Every candidate who desires to write upon any departmental examination shall, not later than May 15th, make application to the Department. Special forms are furnished for this purpose.

3. The principal of every school having candidates for examination shall before June 30th, forward to the Department a confidential report on each candidate under the following heads: Length of time preparing for examination, regularity of attendance, attitude towards work, general grasp of each subject, physical fitness for examination, chances for passing. Percentages based upon the candidate's work during the year should be given where possible.

4. Only the holders of Standard VI or VII diplomas shall be admitted to examination for Standard VII and VIII Diplomas respectively. But in the case of persons who have not been residents of the Province for eighteen months immediately prior to the dat of examination and in other special cases the Minister may upon proof of necessary qualifications admit such to any examination.

5. In order to pass, a candidate is required to obtain 50 per cent. of the total number of marks, 40 per cent. on the paper in English composition, and 34 per cent. on every other paper or on each part thereof.

6. Every person who passes the annual departmental examination for Standard VII or VIII shall receive a diploma certifying thereto.

7. Any candidate who fails to pass the examination for Standard VII or VIII may be granted a diploma of the next lower standard provided such candidate obtained 40 per cent. of the total marks and 30 per cent. on each paper.

8. Every unsuccessful candidate shall be furnished with a statement of the subjects on which he failed, and shall have the right to appeal within twenty days from the time the results of the examination are announced. Each appellant shall state the answer-papers he desires to have re-examined and the specific reasons therefor. No appeal shall be considered unless it is accompanied by the fee prescribed.

9. The fee for each of the examinations (Standards VII and VIII) shall be three dollars payable to the presiding examiner on the first day of the examination. If a candidate desires to write on only one or two subjects the fee shall be one dollar; if on three or four subjects, two dollars. The fee for each appeal shall be two dollars. If an appeal is sustained the fee shall be refunded.

Professional Examinations.

10. The professional examinations based on the course of studies for Normal School shall be held at the close of each session.

11. In order to pass, a candidate is required to obtain 50 per cent. of the total number of marks and 34 per cent. on each paper.

12. Every person who holds a professional certificate of the second class and a Standard VIII diploma shall be permitted, without further attendance at the Normal School, to write upon the professional examination for a first class interim certificate.

COURSE OF STUDIES AND SUBJECTS OF EXAMINATION FOR THE YEAR ENDING JUNE 30, 1912.

In the following course of studies prescribed for Standards VII and VIII certain subjects are *obligatory* and others are *optional*. The obligatory subjects are those which all pupils in the standard are required to study whether prescribed for examination or not. The optional subjects are those whose study may be omitted by any pupil. The annual examination for each standard includes both obligatory and optional subjects. All candidates must write on the

obligatory subjects which are prescribed for examination but they may elect the optional subjects on which they wish to write.

Standard VII (Grade XI).

1. *Reading:* A general knowledge of the subject-matter of the books prescribed for reading. These books are for independent supplementary reading rather than for intensive study.

Books prescribed for 1912:

Irving—Life of Goldsmith.
Butler—Life of Gordon.
Thackeray—Henry Esmond.
Goldsmith—The Deserted Village.

2. *English Composition.* Letter writing. Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Work palpably defective in spelling, writing, punctuation or division into paragraphs will not be accepted at examinations. Instruction in the fundamental principles of rhetoric should be given in connection with this study.

3. *English Litera ure:* A thorough study of the subject-matter, structure and language of each prescribed selection. Memorization of choice passages.

Texts for 1912:

Selected Lyric Poems from Palgrave's "Golden Treasury."

1. The selections from Shakespeare in Book I.
2. Dryden's "Alexander's Feast" in Book II.
3. The selections from Gray and Burns in Book III.
4. The selections from Scott and Wordsworth, except Ode to Duty, The World is too much with us, and Ode on Imitations of Immortality, in Book IV.

Shakespeare —Julius Caesar.
Macaulay —Life of Johnson.
Goldsmith—Vicar of Wakefield.

4. *English Grammar and Rhetoric:* As in the High School Grammar. Definite instruction in the choice of words, in the structure of sentences and paragraphs, and in the forms of narration, description, exposition and argument.

Text books:

Syke's Elementary English Composition (The Copp, Clark Co).
The High School Grammar, revised edition (Canada Publishing Co.).

Teacher's reference: Genung's Practical Rhetoric (Ginn & Co.).

5. *History:* Myers' General History—to the close of the Mediæval Period (p. 485); Bourinot's How Canada is Governed (Copp, C ark Co.).

6. *Arithmetic and Mensuration:* Hamblin Smith's Arithmetic 1907 Edition.

7. *Algebra:* Definitions, elementary rules, simple equations of one, two and three unknown quantities, problems, factoring, highest common factor, least common multiple, fractions, equations with fractions, quadradic equations, simultaneous equations of the second degree, powers and roots, indices, surds.

Text books:

C. Smith's Elementary Algebra, chapters I to XX inclusive (The Macmillan Co. of Canada).

8. *Geometry:* Euclid, Books I, II and III; deductions.

Text book:

Todhunter and Loney's Euclid (The Macmillan Co. of Canada).

9. *Physical Science:* Merchant and Fessenden's High School Physical Science, Part I—Revised Edition (The Copp, Clark Co.).

10. *Animal Life:* As in Jordan and Kellogg's Animal Life (Morang & Co.) especially chapters I, II, IV, VI, VII, VIII, IX, XII, XIV, XV, XVI.

11. *Chemistry:* Mills' Chemistry for Schools (Gage & Co.).

12. *Latin:* Henderson & Fletcher's First Latin Book and Reader. Former course in Grammar continued. Translation into Latin of easy phrases and sentences illustrating the rules of Latin syntax. Sight translation from easy prose authors. Special study of the texts prescribed.

Latin texts for 1912:

Caesar—Bellum Gallicum, Book IV, Chapters 20 to 38, and Book V, Chapters 1 to 23.

Virgil—Aeneid, Book II (Lines 1 to 505).

13. *French:* High School French Grammar and Reader. Grammar to page 187. Translation from English into French of easy sentences and paragraphs. Sight translation from modern French authors.

(2) *An examination on texts prescribed.*

French texts for 1912:

Selections in French Reader, pp. 395-438;

Labiche—Les Petits Oiseaux.

14. *German:* High School German Grammar and Reader. Translation from English into German of easy sentences and paragraphs. Sight translation from modern German authors.

(2) *An examination on texts prescribed.*

German texts for 1912:

The texts contained in the High School German Reader; Baumbach—Waldnovellen.

The *obligatory* subjects of this standard are: Reading, English Composition, English Literature, History, English Grammar and Rhetoric, Animal Life, Geometry, Arithmetic and Mensuration.

The *optional* subjects of this standard are: Physical Science, Algebra, Chemistry, Latin, French, and German.

The *examination* subjects for a Standard VII diploma are: English Composition, English Literature, History, English Grammar and Rhetoric, Geometry, Animal Life, Arithmetic and Mensuration, and any three of the following: Algebra, Physical Science, Chemistry, Latin, French or German.

(NOTE.—Students desiring standing equivalent to matriculation must select for examination the languages and other subjects prescribed therefor by the university.)

Standard VIII (Grade XII).

1. *Reading:* A general knowledge of the subject-matter of the books prescribed for general reading.

Texts for 1912:

Beowulf.
Chaucer—Prologue and Knight's Tale.
Spenser—Faerie Queene. Book I.
Byron—Childe Harold.
Shakespeare—As You Like It.

2. *English Composition:* Letter writing. Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Work palpably defective in spelling, writing, punctuation, or division into paragraphs will not be accepted at examination. Instruction in the principles of rhetoric should be given in connection with this study.

3. *English Literature:* A thorough study of the subject-matter, structure and language of each prescribed selection. Memorization of choice passages.

Texts for 1912:

Selected Lyric Poems from Palgrave's "Golden Treasury," Macmillan's Pocket Classics.

The following selections from Book IV:

1. The selections from Byron.
2. The following selections from Keats:
   On First Looking into Chapman's Homer.
   Ode to the Nightingale.
   Ode to Autumn, and Ode to a Grecian Urn.
3. The following selections from Shelley:
   To a Skylark.
   Ozymandias in Egypt.
   Ode to the West Wind.
4. The following selections from Wordsworth:
   Ode to Duty.
   The World is too much with us.
   Ode on Imitations of Immortality.

Shakespeare's Hamlet.
Milton—Minor Poems.
Burke—Speech on Conciliation.
Carlyle—Burns.

4. *English Language and History of Literature:*

Text books:

Lounsbury's English Language, Part I, revised edition.

Gummere's Handbook of Poetics (Ginn & Co.).

Halleck's History of English Literature, Chapters I to VIII inclusive (American Book Company).

5. *History:*

Text books:

Bagehot—The English Constitution (Kegan, Paul, Trench and Co.).

Cunningham's Outlines of English Industrial History (The Macmillan Co.).

Myers' General History—Modern Age (page 486).

6. *Algebra:* C. Smith's Elementary Algebra (The Macmillan Co. of Canada).

7. *Geometry:* Euclid, Books I, II, III, IV; definitions of Book V; propositions 1, 2, 3, A, 4, 33 of Book VI; deductions.
Text book:
Todhunter and Loney (The Macmillan Co. of Canada).

8. *Trigonometry:* Murray's Plane Trigonometry and Tables (Longman's & Co.).

9. *Chemistry:* Inorganic Chemistry.—Remsen's Briefer Course (Henry Holt & Co.).

10. *Physical Science:* The Elements of Physics.
Text book:
High School Physical Science, Part II, Revised Edition (Copp, Clark Co.).

11. *Latin:*
(1) *Authors*—
Latin texts for 1912:
Horace—Odes, Books I and II.
Cicero—In Catilinam, Books I and II.
Grammar—
BENNETT: with special reference to Parts I to IV.
Composition—BRADLEY: Arnold's Latin Prose Composition (Exercises I to XXIII).

12. *French:*
(1) *Grammar and Composition*: Dictation and sight translation. High School French Grammar. A study of the irregular verbs and pages 187 to 336 inclusive, with associated exercises.
(2) *An examination on texts prescribed.*
French texts for 1912:
Selections in French Reader, pages 395-438.
Labiche—Les Petits Oiseaux.
Me imee Colomba.

13. *German:*
(1) *Grammar and Composition:* Dictation and sight translation. High School German Grammar.
(2) *An examination on texts prescribed.*
German texts for 1912:
The texts contained in the High School German Reader.
Baumbach—Waldnovellen.
Zschokke, Der tote Gast.

The *obligatory* subjects of this standard are: Reading, English, Composition, English Literature, English Language and History of Literature, History and Trigonometry.

The *optional* subjects of this standard are: Algebra, Geometry, Chemistry, Physical Science, Latin, French, and German.

The *examination* subjects for a Standard VIII Diploma are: English Composition, English Literature (two papers), English Language and History of Literature, History, Trigonometry, *either* Physical Science *or* Chemistry, and any *two* of the following: Algebra, Geometry, Latin, French or German.

(NOTE.—Students desiring university standing equivalent to the first year must select for examination the languages and other subjects prescribed therefor by the university.)

NORMAL SCHOOLS.

1. Before being granted a card of admission to a Normal School every applicant for training shall hold or be entitled to a Standard VII or VIII Diploma.

2. No card of admission shall be granted until the applicant has submitted to the Department a certificate of moral character signed by a clergyman or some other responsible person.

3. Applicants for admission shall submit certificates to show that in the case of females they are over sixteen years of age and in the case of males over eighteen.

4. Any person who holds a card of admission and fails to be present on the opening day of the session shall forfeit his right to attend.

COURSE OF STUDIES.

The course of studies for the training of teachers for the different grades of certificates shall be as follows:

Second Class.

Psychology: Its relation to pedagogy; conditions, processes, and laws of mental development; its value to the teacher in the art of education. Text: Gordy's New Psychology.

School Management: Functions of the school; school organization; discipline; school incentives; programmes; examinations, etc. Text: White's School Management.

School Law: Such portions of the School Ordinances and Regulations of the Department of Education as apply especially to teachers and pupils. Texts: The School Ordinances; Regulations of the Department of Education.

Methodology: Lectures on the presentation of each subject on the Course of Studies. Text: Tilley's Methods in Teaching.

Practice in Teaching: Planning of lessons; teaching under supervision.

School Hygiene: Lectures on personal and school hygiene; physical exercises; adaptation of exercises.

Music and Drawing: Theoretical and practical instruction. Texts: Prang's New Graded Course in Drawing for Canadian Schools. King Edward Music Readers (First and Second).

Manual Training: Practical instruction in modelling and constructive work, including blackboard drawing.

First Class.

Philosophy of Education: Nature, form and limits of education; education in its special elements—physical, intellectual and volitional training; particular systems. Text: Tompkins' Philosophy of Teaching.

History of Education: Leading systems of education; eminent educators. Text: Painter's History of Education.

Psychology: Scope of psychology; its relation to pedagogy; growth of consciousness as represented by attention, sensation perception, association, imagination, memory, etc.; discussion of fundamental pedagogic principles and their psychologic bases. Text: Halleck's Psychology and Psychic Culture.

School Management: Function of the school; school organization; discipline; incentives; courses of study; examinations, etc. Text: Tompkins' School Management.

School Law: A general knowledge of the School Ordinances and Regulations of the Department of Education.

Methodology: Lectures on the method of presentation of each subject on the course of studies.

Practice in Teaching: Planning of lessons; teaching under supervision.

School Hygiene and Sanitation: Lectures.

Theoretical and Practical Instruction in Music and Drawing: Text: Prang's New Graded Course in Drawing for Canadian Schools. King Edward Music Readers (First and Second).

Manual Training: Practical instruction.

REFERENCE BOOKS FOR NORMAL SCHOOLS.

Science and Philosophy of Education: Boone's Science of Education; Horne's Philosophy of Education.

Psychology and Pedagogy: Dexter and Garlick's Psychology in the Schoolroom; Sully's Teacher's Handbook of Psychology; White's Elements of Pedagogy; Betts' "The Mind and its Education."

School Management: Fitch's Lectures on Teaching; Miller s School Management; Dewey's "School and Society."

History of Education: Davidson's History of Education; Kemp's History of Education.

Methods: Smith's Systematic Methodology; Hinsdale's "How to Study and Teach History"; Chubb's "The Teaching of English"; De Garmo's "Essentials of Method"; Clark's "How to Teach Reading in the Public School.

Drawing: Augsburg's "Drawing Books I, II and III"; Prang's "Text Books of Art Education"; Emery's "How to Enjoy Pictures"; Lucy Crane's "Art and Formation of Tastes."

Music: Normal Music Course (Silver Burdett & Co.); Eleanor Smithe's Music Series.

Physical Culture: Bancroft's School Gymnastics.

Hygiene: Shaw's School Hygiene; New Century Series of Anatomy, Physiology and Hygiene, Nos. 2, 3, 4, 5; Blaisdell's "Our Bodies and How We Live."

Writing: Jackson's Theory and Practice of Handwriting.

Manual Training: Plastic Methods for Plastic Minds, Harbutt; Construction Work, Worst; Working Drawings of Models in Sloyd, Larson; Progressive Lessons in Needlework, Johnson; How to Make Baskets, White; Hand Loom Weaving, Todd.

APPENDIX F.

AUTHORIZED TEXT BOOKS, STANDARDS I-V.

APPROVED AUGUST, 1908.

Readers: The Alexandra Readers (Morang); The New Canadian Reader, Book V (W. J. Gage & Co.); The Dominion Readers, First (Part I, Part II) and Second—these are optional for Roman Catholic Separate Schools; Bilingual Series, First (Part I, Part II), and Second Readers—these are optional in schools where French is the vernacular; German Readers, Ahn's First and Second German Books.

Supplementary Readers: Standard I (Part I), Appleton's First Reader; (Part II), Sea Side and Way Side No. 1 (Animal Life), Bass' Nature Stories for Young Readers (Plant Life), Scudder's Verse and Prose for Beginners (No. 59 R.L.S.). Standard II, Sea Side and Way Side No. 2, Fables and Folk Stories (No. 47, 48, R.L.S.). Standard III, Sea Side and Way Side No. 3, Selections from Child Life in Poetry (No. 70, R.L.S.). Standard IV, John Burrough's Birds and Bees (No. 28, R.L.S.), Dickens' Christmas Carol (No. 57, R.L.S.). The use of supplementary readers is optional in all schools.

Copy Books: Gage's Practical System of Vertical Writing. (To be discontinued when suitable slant series is procured).

Arithmetic: Kirkland and Scott's Elementary Arithmetic, revised and enlarged edition.

Grammar: Goggin's New Elementary Grammar.

Geography: The New Canadian Geography (Alberta and Saskatchewan edition).

History: Duncan's "Canadian People" (Western edition); Symes & Wrong's English History.

Agriculture: Agriculture, by C. C. James and McIntyre.

Geometry: Hill's Lessons in Geometry.

Algebra: C. Smith's Elementary Algebra.

Book-keeping: Black's Public School Book-keeping.

Drawing: Prang's New Graded Course in Drawing for Canadian Schools, Books I and II.

Music: The Normal Music Course, First and Second Readers, revised and enlarged; First Series of Charts, Second Series of Charts.

APPENDIX G.

THE RHODES SCHOLARSHIPS.

The trustees of the will of the late Mr. Cecil Rhodes issue the following memorandum for the information of educational authorities and intending candidates for scholarships in Canada:

The election of scholars in Canada under the Rhodes bequest will take place each year during the month of January. The scholars will begin residence at Oxford in October of the year for which they are elected.

Each scholarship is tenable for three years, and is of the value of £300 per annum.

Candidates shall be British subjects and unmarried. They must have passed their nineteenth, but not have passed their twenty-fifth birthday, on October 1st of the year for which they are elected.

An elected scholar must have reached at least the end of his sophomore or second year's work at some recognized degree-granting University or College of Canada.

Candidates may elect whether they will apply for the Scholarship of the Province in which they have acquired any considerable part of their educational qualifications, or for that of the Province in which they have their ordinary private domicile, home or residence. They must be prepared to present themselves for examination or election in the Province they select. No candidate may compete in more than one Province, either in the same or in successive years.

Only candidates who have passed an equivalent to the Oxford Responsions Examination including Greek or those who are exempted from Responsions by the Colonial Universities' Statute, are eligible for election.

Note.—The Colonial Universities' Statute provides that any University in the British Dominions may apply to Oxford University to be admitted to the privileges of the Statute. If the application is accepted, students who have taken a full course for two years at the Colonial University, are admitted to advance standing at Oxford, and are excused from Responsions.

To aid in making a choice each qualified candidate is required to furnish to the Chairman of the Committee of Selection—

(*a*) A certificate of age;

(*b*) A full statement of his educational career at School and College; his record in athletics, and such testimonials from his masters at School and his professors at College, in reference to the qualities indicated by Mr. Rhodes, as will assist the judgment of the Committee of Selection.

Each candidate should personally present himself to the Committee of Selection before a final decision is made, unless specially excused by the Committee itself, in which case a statement of the reasons should be sent to the Trustee.

The Scholarship will be paid in four quarterly instalments the first on beginning residence at Oxford, and thereafter terminally on the certificate of the College that the work and conduct of a student have been satisfactory. Without such a certificate the Scholarship lapses.

For the information of students who are not excused from Responsions under the regulations contained in the foregoing memorandum, the following particulars regarding this examination are given:

EXTRACTS FROM MR. RHODES' WILL.

The following extracts from Mr. Rhodes' will, which indicate the purpose of the scholarships, will doubtless be of interest:

Whereas, I consider that the education of young colonists at one of the universities in the United Kingdom is of great advantage to them for giving breadth to their views, for their instruction in life and manners, and for instilling into their minds the advantage to the colonies as well as to the United Kingdom of the retention of the unity of the Empire; and whereas, in the case of young colonists studying at a University in the United Kingdom, I attach very great importance to the university having a residential system such as is in force at the universities of Oxford and Cambridge, for without it those students are, at the most critical period of their lives, left without any supervision; and whereas, there are at the present time fifty or more students from South Africa studying at the University of Edinburgh, many of whom are attracted there by the excellent medical school, and I should like to establish some of the scholarships hereinafter mentioned in that university, but owing to its not having such a residential system as aforesaid, I feel obliged to refrain from doing so; and whereas, my own university, the University of Oxford, has such a system, I suggest that it should try to extend its scope so as, if possible, to make its medical school at least as good as that at the University of Edinburgh; and whereas, I also desire to encourage and foster an appreciation of the advantages which I implicitly believe will result from the Union of the English-speaking peoples throughout the world, and to encourage in the students from the United States of America, who will benefit from the American scholarships to be established for the reason above given at the University of Oxford under this my will, an attachment to the country from which they have sprung, but without, I hope, withdrawing them or their sympathies from the land of their adoption or birth: Now, therefore, I direct my trustees as soon as may be after my death, and either simultaneously or gradually as they shall find convenient, and if gradually, then in such order as they shall think fit, to establish for male students the scholarships hereinafter directed to be established, each of which shall be of the yearly value of £300, and be tenable at any college in the University of Oxford for three consecutive academical years.

My desire being that the students who shall be elected to the scholarships shall not be merely bookworms, I direct that in the election of a student to a scholarship regard shall be had to (i) his literary and scholastic attainments, (ii) his fondness of and success in many outdoor sports, such as cricket, football, and the like; (iii) his qualities of manhood, truth, courage, devotion to duty, sympathy for the protection of the weak, kindliness, unselfishness, and fellowship; and (iv) his exhibition during school days of moral force of character and of instincts to lead and to take an interest in his school mates, for those latter attributes will be likely in after life to guide him to esteem the performance of public duties as his highest aim. As mere suggestions for the guidance of those who will have the choice of students for the scholarships, I record that (i) my ideal qualified student would combine these four qualifications in the proportions of three-tenths for the first, two-tenths for the second, three-tenths for the third and two-tenths for the fourth qualifications, so that, according to my ideal, if the maximum number of marks for any scholarship were 200 they would be apportioned as follows: Sixty to each of the first and third qualifications and forty to each of the second and fourth qualifications; (ii) the marks for the several qualifications would be awarded independently as follows (that is to say): The marks for the first qualification by examination, for the second and third qualifications, respectively, by ballot by the fellow students of the candidates, and for the fourth qualification by the head master of the candidate's school; and (iii) the results of the awards (that is to say, the marks obtained by each candidate for each qualification) would be sent as soon as possible for consideration to the trustees or to some person or persons appointed to receive the same, and the person or persons so appointed would ascertain by averaging the marks in blocks of twenty marks each of all candidates the best ideal qualified students.

No student shall be qualified or disqualified for election to a scholarship on account of his race or religious opinions.

Except in the case of the four schools hereinbefore mentioned, the election to scholarships shall be by the trustees, after such (if any) consultation as they shall think fit with the minister having the control of education in such colony, province, state or territory.

A qualified student who has been elected as aforesaid shall, within six calendar months after his election or as soon thereafter as he can be admitted into residence, or within such extended time as my trustees shall allow, commence residence as an undergraduate at some college in the University of Oxford.

The scholarships shall be payable to him from the time when he shall commence such residence.

I desire that the scholars holding the scholarships shall be distributed among the colleges of the University of Oxford, and not resort in undue numbers to one or more colleges only.

Notwithstanding anything hereinbefore contained, my trustees may, in their uncontrolled discretion, suspend for any such time as they shall think fit, or remove any scholar from his scholarship.

In order that the scholars, past and present, may have opportunities of meeting and discussing their experiences and prospects, I desire that my trustees shall annually give a dinner to the past and present scholars able and willing to attend, at which I hope my trustees, or some of them, will be able to be present, and to which they will, I hope, from time to time invite as guests persons who have shown sympathy with the views expressed by me in this my will.

Up to the present time only one scholarship is provided for the Provinces of Alberta and Saskatchewan. A Committee of Selection has been appointed in each province, and arrangements have been made whereby these committees will make the selection for alternate years.

The Committee of Selection for Alberta consists of:

His Honour the Lieutenant Governor, Chairman;
The Honourable the Chief Justice;
The President of the University;
The Chancellor of the University;
The Honourable the Minister of Education.
Secretary of the Committee, D. S. MacKenzie, Edmonton.

The election of a scholar for 1913 will be made by the Alberta Committee, and applicants should submit to the secretary as early as possible complete official statements regarding their qualifications, with evidence of their eligibility under the conditions imposed by the trustees.

APPENDIX H.

EXAMINATIONS, 1911.

STANDARD V.

LITERATURE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. E. LOUCKS, B.A. / G. FRED MCNALLY, B.A.

Values

1. "Moor, *moor* the barge, ye gallant crew,
And gentle ladye, *deign* to stay;
Rest thee in Castle Ravensheuch,
Nor tempt the gloomy *firth* to-day."

"The blackening wave is edged with white;
To *inch* and rock the *sea-mews* fly,
The fishers have heard the *Water-Sprite*
Whose screams *forbode that wreck is nigh*."

"Last night the gifted *Seer* did view
A wet shroud *swathed* round ladye gay;
Then stay thee, fair, in Ravensheuch;
Why cross the gloomy firth to-day?"

"'Tis not because Lord Lindesay's heir
To-night at *Roslin* leads the ball,
But that my ladye-mother there
Sits lonely in her castle-hall."

"'Tis not because *the ring they ride*
And Lindesay at the ring rides well,
But that my sire the *wine will chide*
If 'tis not filled by Rosabelle."

2 (*a*) From what poem is this extract taken?
2 (*b*) From what longer poem is the poem itself taken?
2 Who is the author of the poem?
4 Mention at least two other works by the same author.
2 (*c*) Who was the speaker in the first three stanzas of the above extract?
6 State in your own words the arguments used by this speaker.
2 Who was speaking in the last two stanzas of the extract?
12 (*d*) Explain clearly the meanings of the words and passages in italics.

5

13 **2.** Write a careful description of Sir Roger de Coverley.

3. "Had I not" said Saladin "seen this brand flaming in the front of battle, like that of Azrael, I had scarce believed that human arm could wield it. Might I request to see the Melech Ric strike one blow with it in peace and in pure trial of strength?"

6 Who was Azrael? Saladin? Melech Ric?

3 Describe the blow that Melech Ric struck and also the
6 two tricks that Saladin performed with his sword.

4. "In conclusion, I would again implore the house not to let this opportunity pass. It is an opportunity that may never recur. It was only by a happy concurrence of circumstances that we were enabled to bring this question to its present position. If we do not take advantage of the time, if we show ourselves unequal to the occasion, it may never return, and we shall hereafter bitterly and unavailingly regret having failed to embrace the happy opportunity now offered of founding a great nation under the fostering care of Great Britain and our Sovereign Lady, Queen Victoria.

2 (*a*) From which of the selections read is this extract taken?
2 Who was the speaker?
2 What does he mean by the "House"?
2 What is the "opportunity" referred to?
4 (*b*) What did the speaker wish the "House" to do?
2 Did the House act on the speaker's suggestion?
4 What was the result?

15 **5.** Quote fifteen lines commencing:—
"O, somewhere, meek, unconscious dove," or "The old order changeth, yielding place to new," or "A man severe he was and stern to view."

6.

"Like a poet hidden
In the light of thought,
Singing hymns unbidden
Till the world is wrought
To sympathy with hopes and fears it heeded not."

"Like a high-born maiden
In a palace tower,
Soothing her love-laden
Soul in secret hour
With music sweet as love which overflows her bower."

"Like a glow-worm golden
In a dell of dew
Scattering unbeholden
Its aerial hue
Among the flowers and grass which screen it from the [view."

"Like a rose embowered
In its own green leaves,
By warm winds deflowered
Till the scent it gives
Makes faint with too much sweet these heavy-winged [thieves."

2 (*a*) What figure of speech is used throughout these four stanzas?

2 (*b*) What was like the "poet," the "maiden," the "glow-worm" and the "rose"?

12 (*c*) Show clearly the likeness in each case.

7. "How can I teach your children gentleness
And mercy to the weak and reverence
For life which, in its weakness or excess,
Is still a gleam of God's omnipotence,
Or death which, seeming darkness, is no less
The self-same light, though averted hence
When by your laws, your actions and your speech
You contradict the very things I teach?"

2 (*a*) Who is the speaker?

9 (*b*) Mention at least three arguments he used in favour of the birds.

2 How were his arguments received by the audience in the town hall?

2 By the fair Almira?

6 What was the effect in each case?

8. Mention the poem from which each of the following extracts is taken and give as closely as you can the connection of each:

4 (*a*) "O, why should the spirit of mortal be proud?"

4 (*b*) Flowers laugh before thee on their beds
And fragrance in thy footing treads:"

4 (*c*) "the earth we pace
Again appears to be
An unsubstantial faery place
That is fit home for thee."

4 (*d*) "His own thought drove him like a goad."

4 (*e*) "One equal temper of heroic hearts
Made weak by time and fate, but strong in will
To strive, to seek, to find, and not to yield."

STANDARD V.

NATURE STUDY.

TIME—TWO HOURS. EXAMINERS { J. W. BROWN, B.A. / J. MORGAN, B.A.

Values

9 **1.** Explain clearly the following terms as applied to plants: Annuals, biennials and perennials. Name a plant belonging to each of these three classes.

10 **2.** How are the seeds of the following plants distributed: Anemone, pea, rose, strawberry and Russian thistle?

6 **3.** Name the parts of a plant. What part of each of the following plants is edible: carrot, potato and cabbage?

12 **4.** Describe the flower of the pea. State the use of the parts of this flower.

6 **5.** (*a*) For what special reason is each of the following birds of value to man: prairie chicken, robin, snowflake and woodpecker?

6 (*b*) Why is it permissible to destroy each of the following: snowyowl, cowbird and shrike?

9 **6.** What are the conditions necessary for the germination of seeds? Explain the effect of planting seeds very deep in the soil.

10 **7.** Discuss the formation and composition of soil.

10 **8.** What are the advantages of thorough tillage of the soil?

10 **9.** Compare a duck's bill and feet with those of a hawk, noting adaptation of structure to needs of life.

10. Describe tree planting under the following heads:

4 (*a*) Preparation of the soil;

4 (*b*) Planting;

4 (*c*) Care after planting.

STANDARD V.

ORTHOEPY AND SPELLING.

TIME—ONE HOUR. EXAMINERS { P. H. THIBAUDEAU, B.A. / J. W. BROWN, B.A.

Values

30 **1.** Write the passage dictated by the examiner:—
New Canadian Reader, page 388. "Passing by——— . . . in politics."

Note:—This is not to be seen by the candidates. It is to be read to them three times: the first time to enable them to gather the meaning; the second time to enable them to write the words; the third time for review. Candidates are not permitted to re-write the passage. Two marks will be deducted for each misspelled word.

10 **2.** Divide the following words into syllables and mark the accents:—Municipal, mischievous, advertisement, medicine, arithmetical, parliament, dolorous, obligatory, indicative, mechanism.

5 **3.** Indicate the suffixes and prefixes in the following words, and show the force of the suffix and prefix in each case:—Untruth, streamlet, misfortune, kindness, transform.

10 **4.** Write sentences showing clearly the differences between: Accept and except; adopt and adapt; corps and corpse; recipe and receipt; indexes and indices.

5 **5.** Give the meaning of the following abbreviations: M.L.A., I.O.U.; K.C.; H.R.H.; O.K.

STANDARD V.

ALGEBRA.

TIME TWO HOURS. EXAMINERS { J. A. SMITH, B.A. / J. A. FIFE, B.A.

Values

1. Express in the symbols of Algebra: –

2 (i) The difference of any two numbers.

2 (ii) The sum of the squares of any two numbers.

3 (iii) The product of the sum and the difference of any two numbers.

3 (iv) The square of the sum of any two numbers.

8 **2.** (*a*) From the sum of $15x^2-17x+23$ and $-3x^2-19x-37$ take the product of $4x-7$ and $3x+5$, expressing first in Algebraic form what is proposed to be done.

7 (*b*) Find the Algebraic expression which divided by x^2-3x-5 gives the quotient $2x^2+6x-7$, and the remainder $8x-13$.

7 **3.** (*a*) Find the value of $\dfrac{(a+b)\ (c+d)-(b+c)\ (d+a)}{ab+bc-cd-da}$

when $a=3$, $b=4$, $c=5$, $d=-4$

8 (*b*) If $x=a+b$ and $y=a-b$, find in terms of a and b the value of $x^3+y^3+3xy\ (x+y)$

5 **4.** (*a*) For each of l days the sale of a grocery store amounted to x dollars, for each of m days to y dollars, and for each of n days to z dollars. Find the daily average of the sales.

5 (*b*) A can walk at the rate of x miles an hour and B at the rate of y miles an hour. They start together on a walk of z miles. If x is greater than y, find the interval between the arrivals of A and B.

5. Without actual multiplication, complete the identities:

4 (i) $(3a-5b)^2=$

5 (ii) $(2x-3y+4z)^2=$

5 (iii) $(3x-4y)^3=$

In each case show clearly your method of expansion.

6. Solve the following equations:

8 (i) $(x+3)(x+5)-(x-2)(x-3)=(2x+5)(x-7)-(2x-3)(x-1)$

8 (ii) $$\frac{x-5}{2}-\frac{x-4}{3}=\frac{x-3}{2}-(x-2)$$

10 **7.** A merchant has two kinds of tea which he sells at 32 cents, and 40 cents a pound. How many pounds of each must he take to make a mixture of 100 pounds worth 35 cents a pound?

10 **8.** When asked his age, *A* said that in 17 years he would be twice as old as he would be in 2 years. Find his age.

STANDARD V.

DRAWING.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS { MISS E. M. BURNETT. J.C.MILLER,B.SC., C.M.

Note.—Candidates to answer the first four questions and EITHER question 5 or question 6. Use drawing paper and one sheet for each drawing.

Values

10 **1.** Make an outline drawing of a cube, placed slightly below the level of the eye, showing three faces.

12 **2.** Make a shaded drawing of some object based on this model (cube) and placed in much the same way.

15 **3.** Grasses are very graceful and beautiful. Make a sketch of two sprays of grass or a familiar wild flower as it appears when growing.

13 **4.** Illustrate the following:

When the trees grow close together,
Each tree must grow quite tall:
With each one reaching upward,
There's room enough for all.

Between the trunks so stately,
We see the blue, blue sky,
But scarce a speck of blue to break
The leafy roof on high.

10 **5.** Design a border.

10 **6.** Make a working drawing of a small chest. Thickness of lumber used $\frac{5}{8}$ in.; outside dimensions, length 3 feet, width 1 foot 8 in., depth 1 foot 6 in. Chest has hinged lid. Sides are placed on the bottom. Simple joint at corners.

STANDARD V.

BRITISH AND CANADIAN HISTORY.

TIME—TWO HOURS. EXAMINERS { D. A. MCKERRICHER, B.A. / E. L. HILL, B.A.

Values

1. Tell briefly the story of:
4 (*a*) The Battle of Hastings;
4 (*b*) The Reign of Richard I;
4 (*c*) The Administration of Walpole.

12 **2.** Write brief historical notes on Thomas Cromwell, Laud, Warren Hastings, Gladstone.

10 **3.** Sketch the career of Mary Queen of Scots.

10 **4.** Write an account of the Corn Laws, stating:
(1) What the Corn Laws were;
(2) Why they were passed;
(3) Why they were repealed;
(4) Date of repeal;
(5) Leaders of repeal movement.

10 **5.** (*a*) Give an account of the Seven Years' War, noting especially the events and results in America.
6 (*b*) Draw a map and indicate the position of Louisburg, Duquesne, Ticonderoga, Crown Point, Niagara and Quebec.

12 **6.** Enumerate the various attempts that have been made to capture Quebec, mentioning the occasion and results in each case.

12 **7.** Sketch the history of the United Empire Loyalists, showing why they came to Canada, what sacrifices they made, what assistance was given them and how they affected the political history of Canada.

6 **8.** (*a*) State the causes leading to Confederation.
6 (*b*) Give the name and main provisions of the Act by which it was affected.
4 (*c*) Why is the union brought about by this Act called a *federal* union?

STANDARD V.

GEOGRAPHY.

TIME—TWO HOURS. EXAMINERS { J. W. BROWN, B.A. / WALTER SCOTT, B.A.

Values

10 **1.** Explain: Mountain system, glacier, river basin, silt, flood plains.

Values

6 **2.** (*a*) State the conditions that modify climate.

4 (*b*) To what does the Pacific slope owe its mild climate?

12 **3.** Name the distinguishing characteristics and the home of each of the following divisions of mankind: Mongolian, Caucasian and Negro.

12 **4.** Give the causes of the changes in seasons, and in length of day and night.

20 **5.** Locate and state the importance of each of the following: Gibraltar, Shanghai, Esquimalt, Liverpool, Marseilles, Odessa, Calcutta, Glasgow, San Francisco and Montreal.

16 **6.** (*a*) Draw a plan of Township 10, Range 12, west of the Fourth M.

(*b*) Subdivide into sections and number them.

(*c*) Indicate the School lands and Hudson's Bay lands.

(*d*) Explain what is meant by "correction lines"

12 **7.** (*a*) Draw a map of Alberta showing the principal mountain ranges, three important river systems and the cities.

8 (*b*) Write a note on the natural resources of Alberta.

STANDARD V.

COMPOSITION.

TIME—TWO HOURS. EXAMINERS { J. C. BUTCHART, B.A. / J. W. BROWN, B.A.

Values

20 **1.** Copy the following sentences, punctuate them and make the proper division into paragraphs:

"Beautiful princess I am the Prince of Persia I have come here by a very strange way and I ask you to protect me I do not know where I am but I know no harm can come to me when I see before me so fair a princess you are in the kingdom of Bengal she replied and I am the daughter of the king I am living in my own palace in the country you may be sure no harm will come to you if you have come from Persia you have come a long way and must be very hungry and tired I am very curious to know how you came but first you shall have food and sleep then the princess called her maids and they awoke and wondered much at what they saw at the command of the princess they led the prince into the hall where they gave him food and drink then they led him to the room where he could sleep and left him."

20 **2.** Write a paragraph of about seventy-five words, using one of the following sentences as topic sentence:

(*a*) I have always thought that spring is the most delightful time of the year.

Values

(*b*) Football is an exciting game.

(*c*) It must have taken great courage to sail west into an unknown sea as Columbus did.

(*d*) I intend to learn to do something so that if it should be necessary I can earn my own living.

10 **3.** (*a*) Write an application for *one* of the following positions:

(1) Junior Clerk in the Bank of Ottawa.

(2) Fireman on the G.T.P. Railway.

(3) Stenographer in a lawyer's office.

10 (*b*) Write a friend telling him of your success in obtaining one of the positions.

40 **4.** Write a composition of not more than thirty lines on *one* of the following topics:

(*a*) The Capture of Quebec by Wolfe.

(*b*) A visit to a circus.

(*c*) My first fish.

(*d*) A shooting accident.

(*e*) Wheat raising.

(*f*) A picnic.

STANDARD V.

GRAMMAR.

TIME—TWO HOURS. EXAMINERS { G. FRED MCNALLY, B.A. / J. E. LOUCKS, B.A.

Values

1. An eskimo finds it hard *indeed* to understand that you can pay back a debt, you *may* wish to contract, *unless* you have the visible means at *hand;* and had Charlie not known James several years and *always* been treated well by the officers, it is extremely *doubtful* if he would have allowed his deer to be taken. For it must be remembered they rep esented the support of his family and those *dependent* on him. He was afraid there might be delay in obtaining the deer from Siberia in the spring and then the other natives would laugh at him.

14 (*a*) Write out, classify and tell the relation of seven dependent clauses in the above extract.

10 (*b*) Classify fully and state the relation of any ten phrases prepositional, participial and infinitive phrases only, to be chosen.

6 (*c*) State the grammatical use of six of the italicized words.

8 **2.** Write an example of each of the following and draw a line under the phrase or clause in each case:

(*a*) A complex assertive sentence with a dependent adjective clause in the predicate

(*b*) A complex imperative sentence with a noun clause used as the object of the verb.

Values

(*c*) An exclamatory sentence with a participial phrase in the subject.
(*d*) A compound interrogative sentence.

8 **3.** Your text book states that there are four uses of the subjective. –What are these? Illustrate your answer by examples.

12 **4.** Write twelve sentences—one for each word.
(*a*) Using the plural of cloth, Miss Smith, axis, piano.
(*b*) Using the feminine of beau, abbot, Czar, wizard.
(*c*) Using the possessive of who, James, us, and lady.

10 **5.** Write sentences using the following words as transitive verbs in the active voice and then express the same thought in each case by using the passive voice, bear, lay, seek, wring, smite.

8 **6.** Explain and exemplify in sentences—
8 (*a*) Retained object, reflexive pronoun, abstract noun, notional verb.
4 (*b*) Give the uses of "shall" and "will."

12 **7.** Write the first person plural indicative of the verb "break" in the following tenses (*a*) present perfect progressive; (*b*) past indefinite; (*c*) future perfect; (*d*) present emphatic; (*e*) past imperfect; (*f*) future perfect progressive.

4 **8.** (*a*) Write sentences using the words "talking" and "riding" as (*a*) nouns, (*b*) adjectives.
4 (*b*) Use the word "round" in sentences as four different parts of speech.

STANDARD V.

ARITHMETIC.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { WALTER SCOTT, B.A. . W. BROWN, B.A.

Values

20 **1.** A farmer paid $3.25 per acre for breaking, and $2.90 for seeding operations for a quarter section of land which cost him $14.00 per acre. He sowed a bushel and a peck of seed to the acre, which cost him 90 cents per bushel. It cost him $1.90 per acre to harvest, and 8 cents per bushel to thresh and market his grain. If the yield was 37 bushels per acre of grain which sold at 72 cents per bushel, find his total gain and his gain per cent. on the cost of the land.

20 **2.** A man paid $4,500.00 for a house. At how much per month must he rent it so as to make expenses and 10 per cent. per year on the capital invested. His expenses

Values

were—insurance $1\frac{1}{2}$ per cent. on three-fifths of the value, taxes 19 mills on the dollar on two-thirds of the value, and repairs $52.50.

20 **3.** Find the cost of plastering the walls and ceiling of a room 24 feet long, 18 feet wide and 12 feet high at 15 cents per square yard, allowing $1\frac{1}{2}$ square yards off for each of two doors and one square yard off for each of three windows.

20 **4.** A merchant marked a suit of clothes, which cost him $11.25, at $25. He allowed a discount of 20 per cent. for cash; find his gain per cent.

5 **5.** (*a*) A wagon and its load of coal weighed 5,139 pounds, the wagon alone weighed 1,471 pounds. Find the value to the nearest cent of the coal at $6.35 per ton.

10 (*b*) Find the total value to the nearest cent of the following:
1,793 pounds of wheat at 81 cents per bushel.
896 pounds of oats at 37 cents per bushel.
2,179 pounds of barley at 49 cents per bushel.

20 **6.** A merchant in Calgary sent to his agent in Montreal 945 head of cattle, which the agent sold as follows:
235 at $63.00 per head.
410 at $61.00 per head.
The remainder at $47.50 per head.
Find the agent's commission at 3 per cent.

20 **7.** The race track at Hardisty is 7 rods wide and surrounds a lawn in the form of a circle of radius 35 rods. Find the cost of levelling the track at 15 cents per square rod.

10 **8.** (*a*) Simplify:

$$\frac{1.21\times7.2\times17}{3.4\times26\times3.3\times12}$$

5 (*b*) Express your result as a decimal correct to 5 places.

STANDARD V.

GEOMETRY.

TIME—TWO HOURS. EXAMINERS { J. A. FIFE, B.A. / J. A. SMITH, B.A.

Note.—All construction lines to be clearly shewn.

Values

6 **1.** Draw a cube, and name, by using letters, its corners, its edges, and its faces.

8 **2.** Draw a circle of $1\frac{1}{2}$ inch radius, and draw in it (1) a diameter; (2) a chord 2 inches long; (3) an arc of any length.

Values

7 **3.** Through a given point A, draw a line parallel to a given straight line BC.

8 **4.** Divide a given line AB into 7 equal parts.

8 **5.** Draw a straight line AB 4 in. long, at the extremity B erect a perpendicular BC 5 in. long, and at the extremity A a perpendicular AD 2 in. long. Through the point D draw a line parallel to AB to meet BC in G. Find the length of the straight line joining D and C.

4 **6.** (*a*) Define a right angle, an acute angle, a straight angle and a complementary angle.

6 (*b*) Construct, without using a protractor, an angle of 60 degrees and bisect it.

4 **7.** Classify triangles: (1) with respect to their sides; (2) with respect to their angles.

7 **8.** (*a*) Construct a triangle, the sides of which are 80 feet, 60 feet and 50 feet. Scale $\frac{1}{2}$ inch = 20 feet.

7 (*b*) In the triangle in (*a*) if the 80 feet side be taken as base, drop a perpendicular from the vertex on the base and find its length.

7 **9.** The hypothenuse of a right angled triangle is 1 metre long and one of the angles is 35 degrees. Construct the triangle. Scale = 1-10.

8 **10.** The angle of elevation of the top of a flag pole, at a point 100 feet from its base, is 70 degrees. Find the height of the pole. (Scale 1 inch = 25 feet.)

10 **11.** The side AB of a triangle ABC is 40 feet. The angles of the triangle at A and B are 60 degrees and 80 degrees respectively These two angles are bisected by straight lines which meet in the point O. Find the distances from the point O to the three angles of the triangle. Scale $\frac{1}{2}$ inch = 8 feet.

10 **12.** ABC is a triangle having the base BC 3 inches long. The angle ABC is 40 degrees and the angle ACB is 60 degrees. Construct the triangle. Produce the side BA to D and bisect the exterior angle DAC by the straight line AE. Find the size of the angle EAC.

STANDARD VI.

ENGLISH LITERATURE.

TIME—THREE HOURS. EXAMINERS { J. E. LOUCKS, B.A. / G. FRED MCNALLY, B.A

Values

12 **1.** Give a careful description of the form of the poem, "The Lady of the Lake," under the following headings: Cantos, Prelude and Interlude Songs, Length of Stanzas, Rhyme and Metre.

Values

4 Scan any four lines you wish selected from "The Lady of the Lake."

2. " 'The Lady of the Lake' is the most interesting, romantic, picturesque and graceful of Scott's poems." —*Lockart.*

16 Justify this criticism by a vivid description of these interesting, romantic, picturesque and graceful features.

5 **3.** Give the Historical setting of the poem and show in what
4 respects Scott has not exactly followed the historical facts.

4. Explain clearly the following terms and expressions which are of more or less frequent occurrence throughout the poem:

20 "Niad"; "Snood"; "By the Road"; "Lincoln green"; "Knight-errant"; "Pibroch"; "Gael"; "large"; "Kern"; "ruth".

5. Quote sixteen successive lines commencing:

16 "The western waves of ebbing day."

(*or*)

"Ill fared it then with Rhoderick Dhu."

(*or*)

"As wreath of snow on mountain breast."

7 **6.** Relate in your own words the story of "Blanche of Devan."
3 Explain clearly the purpose of the author in introducing this character into his poem.

7. (*a*) "Blithe were it then to wander here!
But now *beshrew* yon nimble deer
Like that same Hermit's, thin and spare,
The *copse* must give my evening *fare*";

(*b*) "No! Wildly while his virtues gleam,
They make his passions darker seem,
And flash along his spirit high,
Like lightning o'er the midnight sky."

(*c*) "Fear nothing for thy favorite *hold;*
The spot an angel deigned to grace
Is blessed, though robbers haunt the place.
Thy *churlish* courtesy for those
Reserve, who fear to be thy foes."

(*d*) "The *heath* this night must be my bed.
The *bracken* curtain for my head,
My lullaby the *warder's* tread
Far, far, from love and thee, Mary;"

(*e*) "My life, my honour and my *cause*
I tender free to Scotland's laws,
Are these so weak as must require
The aid of your *misguided ire*?"

Values

5 Who is the speaker in each of the above passages?
10 Establish clearly the connection of each passage.
10 Give the exact significance of the words in italics.

9 **8.** Give a description of the "Battle of Beal'an Duine."
2 Explain why Scott gives the victory to neither side.

9. "Which spills the foremost foeman's life,
That partly conquers in the strife."
6 Under what circumstances was the above prophecy uttered?
6 What effect does it have on the action of the poem?

10. "James will be there; he loves such show,
When the good yeoman bends his bow
And the tough wrestler foils his foe,
As well as where, in proud career
The high-born tilter shivers spear.
I'll follow to the Castle-park,
And play my prize; King James shall mark
If age has tamed these sinews stark,
Whose force so oft in happier days
His boyish wonder loved to praise."

2 (*a*) Who is speaking? Describe how he carried out what he
6 had here planned to do.
3 (*b*) Explain, "High-born tilter." "Play my prize."
2 (*c*) What is referred to in the last two lines?
2 (*d*) Comment on the rhyme of this extract.

STANDARD VI.

ESSAYS.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS { J. C. BUTCHART, B.A. / J. W. BROWN, B.A.

Note.—The candidate will write on ONE of the themes in "A" and ONE in "B."

Values

A.

35 **1.** The early history of Silas Marner.
2. Moses at the Fair.
3. John Alden.
4. Sir Lancelot.

B.

40 **1.** A Vacation Trip.
2. Homesteading in Alberta.
3. A Hunting Expedition.
4. My favorite season of the year.

STANDARD VI.

BRITISH AND CANADIAN HISTORY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { D. A. MCKERRICHER, B.A / E L. HILL, B.A.

Values

12 **1.** Compare the effects of the English Conquest with the effects of the Norman Conquest, and account for the difference in effects.

12 **2.** Show briefly the effect upon England of:
(1) The loss of the French possessions;
(2) The discovery of water routes to the east;
(3) The defeat of the Spanish Armada;
(4) The discovery of steam as a motive power.

16 **3.** Characterize the Elizabethan era, referring especially to maritime activity, material prosperity, growth of national spirit and literary achievement.

12 **4.** State the causes of the Indian Mutiny, the chief incidents that occurred during its course, and the change that was made at its close in the relation of India to the Crown.

15 **5.** (*a*) State the provisions of the Constitutional Act of 1791
(*b*) Show how grievances afterwards grew out of the provisions.
(*c*) When and how were these grievances removed?

12 **6.** Point out clearly the part played by each of the following in the political history of Canada: Sir Guy Carleton, Lord Durham, Sir John A. Macdonald.

10 **7.** Sketch the history of the North-West Company.

6 **8.** (*a*) Write a full historical note on the Reciprocity Treaty of 1854.
5 (*b*) Indicate the effects of the abrogation of this treaty.

STANDARD VI.

GEOGRAPHY.

TIME—TWO HOURS. EXAMINERS { J. W. BROWN, B.A. / WALTER SCOTT, B.A.

Values

1. Describe the climate of Canada:
4 (*a*) In its eastern parts;
4 (*b*) Its central parts;
4 (*c*) West of the Rocky Mountains.

Values

2. Write a note on the British possessions in Southern Africa under the following heads:

5 (*a*) Settlement;

5 (*b*) Physical features;

5 (*c*) Form of government.

15 **3.** Describe Australia, noting in particular its physical features, climate, industries and chief cities.

15 **4.** Draw an outline map of Europe and locate six important mountain ranges and six great river systems.

3 **5.** (*a*) What are the causes of dew?

3 (*b*) Where is it most readily formed?

3 (*c*) Distinguish dew from frost.

3 (*d*) Show in what way general cultivation of the soil affects the occurrence of frost.

4 **6.** (*a*) Explain clearly how the earth is warmed.

12 (*b*) Name localities of frequent occurrence of extreme high tides, fog, cyclones and chinook winds, with special reference to North America. Account briefly for each.

7 **7.** (*a*) What are the causes of ocean currents?

8 (*b*) Trace the course of the Japanese current and compare its influence on the climate of the west coast of Canada with that of the Gulf Stream on the east coast.

STANDARD VI.

ARITHMETIC AND MENSURATION.

TIME—THREE HOURS. EXAMINERS { WALTER SCOTT, B.A. / J. W. BROWN, B.A.

Values

1. The marked price of certain goods was reduced on account of damage by fire; a further reduction of 10 per cent.
15 was given for cash Goods that were originally marked at $5.00 were sold for $3.60 cash. What per cent. of marked price was the reduction on account of damage by fire?

2. The following note was discounted on Sept. 1st, 1910, at 8 per cent. per annum; find the net proceeds.

$4,200.00. Hardisty, Aug. 25, 1910.

20 Ninety days after date I promise to pay H. Graham or order four thousand two hundred dollars, with interest at seven per cent. per annum, at the Bank here. Value received. Arthur Kelley.

Values

3. An agent sold a consignment of wheat charging 2 per cent. commission. With the net proceeds after deducting his commission of $1\frac{1}{2}$ per cent. he bought sugar at 4 cents per pound. His total commission was $700.00. Find the selling price of the wheat. 20

4. A house and lot are worth $2,750.00, the lot being valued at two-fifths of the total. The house is insured for three-fourths of its value at three-eighths per cent., and the annual taxes are 19 mills on the dollar on four-fifths of the *total* value. A man has his choice of borrowing the money at 8 per cent. per annum and paying for the house or of renting it at $25.00 per month. Which is cheaper and by how much per year? 20

5. A room is 16 feet long and 12 feet wide. It is covered with carpet 27 inches wide which cost $1.95 per yard. If the strips run lengthwise of the room and there is a waste of one yard in matching, find the cost of carpeting the room. 15

6. A man carrying a ladder 50 feet long, places it upon the street in such a position that it will exactly reach a window 28 feet high on one side, or another window 36 feet high on the other side. Find the width of the street. 20

7. An iron roller is in the shape of a hollow cylinder whose length is 4 feet, external diameter 2 feet 8 inches, and thickness of metal 4 inches. Find its weight if a cubic foot of iron weighs 486 pounds. 20

8. It costs $288.00 to fence a square field at $1.20 per rod. What would it cost to fence a rectangular field of the same area, the sides being in the ratio of 4 to 9? 20

STANDARD VI.

ALGEBRA.

TIME—THREE HOURS. EXAMINERS { J. A. SMITH, B.A. / J. A. FIFE, B.A.

Values

8 **1.** (*a*) A can do a piece of work in m hours, and B in n hours. A works at it x hours and then B works at it y hours. Write the expression which indicates the part of the work yet to be done.

9 (*b*) A certain fraction has a denominator 2 greater than its numerator. When 7 is added to each term, the resulting fraction is as much less than unity as it is greater than the original fraction. Find the fraction.

6 **2.** (*a*) Without multiplying, find the continued product,

$$(x+1)\ (x-3)\ (x-4)$$

6 (*b*) Find by factoring, the quotient of

$$a^2x^8+(2ac-b^2)x^4+c^2 \text{ by } ax^4+bx^2+c.$$

Values

3. Factor each of the following expressions:

5 (i) $x^2-4y^2-12yz-9z^2$

5 (ii) $(x^2-5x)^2-22(x^2-5x)+120$

5 (iii) x^4+9x^2+25

5 (iv) $(a+3b)^3-(3a+b)^3$

5 (v) $a^2bx+b^2cx-a^2cy-bc^2y$

5 (vi) $a^3+b^3+2(a+b)\ (a^2-b^2)+3ab(a+b)$

4. (*a*) Find the H.C.F. of:

8 $x^3-7x^2+14x-8$ and $x^3-6x^2+11x-6$

8 (*b*) Find the L.C.M. of:

$x^2-1,\ x^3+x^2+x+1,\ x^3-x^2+x-1$

4 **5.** (*a*) Explain the difference between the statement :

(i) $(x-1)\ (x-2)=x^2-3x+2$

(ii) $(x-1)\ (x+4)=(x+1)^2$

9 (*b*) Solve the following equations:

(i) $\frac{1}{2}(x-y)-\frac{1}{3}(x-y)=8$

$\frac{1}{3}(x+y)-\frac{1}{4}(x-y)=11$

9 (ii) $\dfrac{2x+1}{2x-1}-\dfrac{8}{4x^2-1}=\dfrac{2x-1}{1+2x}$

6. Simplify:

9 (i)

$$\left(\frac{1-a^2}{1-a^3}+\frac{1-a}{1-a+a^2}\right)\div\left(\frac{1+a}{1+a+a^2}-\frac{1-a^2}{1+a^3}\right)$$

9 (ii)

$$\frac{\dfrac{1}{a-b}-\dfrac{a}{a^2-b^2}}{\dfrac{a}{ab+b^2}-\dfrac{b}{a^2+ab}}$$

10 **7.** Two sums of \$1,200 and \$1,000 were lent at certain rates and yielded a yearly interest of \$98. Had the rates been interchanged the yearly interest would have been \$2 greater. Find the rates.

STANDARD VI.

BOOK-KEEPING.

TIME—TWO HOURS. EXAMINERS { P. H. THIBAUDEAU, B.A. / J. W. BROWN, B.A.

Values

Toronto, January 3, 1911. Henry George commenced business with a cash capital of $2,500, bank account of $1,000.

January 3 Bought W. W. Gould goods as per invoice $600. Paid $200 by cheque and $150 by note, balance to remain on account. Paid cash for fuel $10.00; scrubbing store $5.00; coal oil $2.00, for use in store.

January 4. Sold H. H. White on account, 10 lbs. tea at 40c.; 12 lbs. rice at 9c.; 3 lbs. ginger at 50c.; 1 gallon vinegar at 35c.

January 5. Sold T. H. Wilson 125 lbs. tea at 30c.; and 50 lbs. butter at 30c. Received in part payment cash $10.00 and note at 15 days for $15.00, balance to remain on account.

January 6. H. H. White paid on account cash $5.00. Gave L. S. Smith for repairing store an order on T. H. Wilson for $3.00.

January 7. Lost T. H. Wilson's note. Paid $1.00 for advertising.

January 9. Finder returned Wilson's note.

January 10. Paid my note in favour of W. W. Gould with interest at 8%.

Inventory. January 11. Store goods on hand valued at $170; fuel $3.00.

10 **1.** (*a*) Make complete journal entries.
20 (*b*) Post to ledger, and close each account.
5 (*c*) Take off a Trial Balance.
10 (*d*) Draw up a statement of H. George's business, January 11.
3 (*e*) 1. Write the order given L. S. Smith.
2 2. Write the note given W. W. Gould.

10 **2.** Define a voucher, credit note, deposit slip, account sales, due bill.

6 **3.** The parties to a note are termed—maker, payee, holder, holder in due course, indorser, indorsee. Define briefly each of these.

4. Write:
3 1. A non-negotiable note.
3 2. A joint note.
3 3. A joint and several note.

STANDARD VI.

PHYSICAL SCIENCE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { E. L. HILL, B.A. / J. F. BOYCE, B.A

Values

5 **1.** (*a*) Find the weight of a block of stone 4.5 m. long, 3.2 m. wide, and 8 cm. thick, the density being 4.2 grams per cubic centimetre.

5 (*b*) Draw a diagram and state the uses of a burette. Describe the method of taking the reading of a burette.

5 (*c*) A map of Alberta is drawn to a scale of 12½ miles to the inch. Show how you would proceed to find from such a map the area of a lake of irregular outline.

15 **2.** Describe and explain experiments, one in each case, to illustrate: inertia, impenetrability, surface tension, plasticity, dialysis.

3 **3.** (*a*) Distinguish crystalline and amorphous states of matter.

2 (*b*) Give an instance of change from amorphous to crystalline state.

2 (*c*) Give an instance of change from crystalline to amorphous state.

2 **4.** (*a*) State Pascal's Principle.

6 (*b*) Draw a diagram and write an explanation of a practical application of the principle.

8 **5.** (*a*) Draw a diagram and explain the working of the common pump, showing causes of the opening and closing of the valves.

5 (*b*) How does the force pump differ from the common pump? Give a diagram of parts differing.

4 (*c*) What is a siphon? Show how it may be put to practical use.

9 **6.** Give, from nature, an illustration of each of the following:

(i) A gas dissolved in a liquid;
(ii) Capillarity;
(iii) Diffusion of gases;
(iv) Buoyancy;
(v) Mechanical mixture;
(vi) Elasticity.

8 **7.** (*a*) Describe, using numbers, such as one might expect to occur in an actual experiment, a method of finding the specific gravity of vinegar.

5 (*b*) A block of wood, weighing 24 grams, floats half-submerged in alcohol of specific gravity .8. What volume of alcohol does it displace?

2 (*c*) What weight of alcohol does the wood displace?

2 (*d*) What is the volume of the wood?

Values

2 **8.** (*a*) State Boyle's Law.

5 (*b*) If a certain weight of gas occupies a volume of 200 c. cm. when the barometer stands at 76 c.m., what must be the reading of the barometer when the gas occupies 150 c. cm.?

5 (*c*) A small quantity of air is admitted into the vacuum above the mercury column of a barometer. State all the forces now acting upon the mercury column.

STANDARD VI.

DRAWING.

TIME—ONE AND ONE-HALF HOURS EXAMINERS { MISS E. M. BURNETT. JAS. C. MILLS, B.SC., A.M.

NOTE.—Candidates to answer the first four questions and either question 5 or question 6. Use drawing paper and one sheet for each drawing.

10 **1.** Make an outline drawing of a hemisphere and cylinder grouped in a pleasing manner.

15 **2.** Make a group of two vegetables or fruits that look well together both in size and color.

NOTE.—Candidates may use color.

12 **3.** Make a pencil sketch or color drawing of two flowers grouped in a pleasing manner and inclosed in a rectangle.

13 **4.** Sketch a simple winter landscape scene.

10 **5.** Design a cover for a book containing specimens of wild flowers.

10 **6.** Design a simple book-case or medicine cabinet and make the necessary working drawings.

STANDARD VI.

BOTANY AND AGRICULTURE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. MORGAN, B.A. J. W. BROWN, B.A.

4 **1.** (*a*) Why should farmers plant trees?

3 (*b*) How should the soil be prepared before the trees are planted?

3 (*c*) Write a note on method of planting and caring for trees.

3 **2.** (*a*) Describe an experiment to test the germinating power of a sample of oats intended for seed.
3 (*b*) What conditions are necessary to secure germination?
2 (*c*) Why should farmers avoid the use of small or shrunken grain for seed even though it germinates readily?

5 **3.** (*a*) Distinguish between free and capillary water and show the effect of each upon growing plants.
5 (*b*) What devices may the farmer employ so that his crops may have sufficient moisture during the growing season?

4. Discuss either mustard or stinkweed under the following heads:
4 (1) Injury it does to crops;
3 (2) How to get rid of the weed;
3 (3) Why the weed spreads so rapidly.

2 **5.** (*a*) Describe the disease *smut* in grain.
2 (*b*) In what two ways is it injurious?
4 (*c*) Give in detail the process of treating seed grain to prevent smut.
3 (*d*) Describe the growth and appearance of the disease known as potato blight.

3 **6.** (*a*) What constitutes a botanical fruit?
5 (*b*) Describe each of the following fruits minutely, using drawings if possible:
(1) Akene.
(2) Legume.
(3) Pome.
(4) Berry.
(5) Aggregate fruit.
5 (*c*) Give an example of each.
3 (*d*) Show clearly why a potato is not considered a fruit.

3 **7.** (*a*) State three uses of roots to plants.
4 (*b*) Classify roots according to form and illustrate by drawings.
4 (*c*) A sound carrot is taken from the cellar in the spring and placed in the ground outside. Tell what takes place:
(1) Below the ground.
(2) Above the ground, during the summer.

4 **8.** (*a*) Name the four whorls or sets of organs in a complete flower.
4 (*b*) State clearly the most important use of each.
3 (*c*) Write a brief description of the flower of:
(1) A pea or vetch;
(2) A mustard;
(3) A grain or grass.
3 (*d*) How is pollination effected in the case of (1), (2), (3) of part (*c*).

Values.

9. The flower of a certain plant has four petals, six stamens (four long and two short.) The fruit is a two-celled pod, with the seeds attached to the partition.

2 (*a*) To what family does the plant belong?

4 (*b*) Name four plants belonging to this family.

4 (*c*) In what important points of structure does the flower of silverweed differ from that of the butter-cup or the "prairie crocus."

STANDARD VII.

ENGLISH LITERATURE.

TIME—THREE HOURS. EXAMINERS { J. E. LOUCKS, B.A. / G. FRED MCNALLY, B.A.

Values.

1. "Glamis thou art and Cawdor and shall be
What thou art promised: Yet do I fear thy nature;
It is too full o' the milk of human kindness
To catch the nearest way: Thou would'st be great;
Art not without ambition, but without
The illness should attend it: What thou would'st highly,
That would'st thou holily; would'st not play false,
And yet would wrongly win; Thou'ldst have great Glamis,
That which cries "Thus thou must do, if thou have it;
And that which rather thou dost fear to do,
Than wishest should be undone." Hie thee hither,
That I may pour my spirits in thine ear,
And chastise with the valour of my tongue
All that impedes thee from the golden round,
Which fate and metaphysical aid doth seem
To have thee crown'd withal."

5 (*a*) By whom and under what circumstances were the above words spoken?

6 (*b*) Make a careful paraphrase of the passage.

12 (*c*) Interpret and comment on the use of the words:—"Milk," "illness," "holily," "chastise," "impedes," "metaphysical."

6 **2.** What were the prophecies made by the Weird Sisters to Macbeth on the occasions of his two meetings with them?

9 How did each of these prophecies affect his future actions?

3. "Had he not resembled
My father as he slept, I had done't."
"Here's the smell of blood still: all the perfumes of Arabia will not sweeten this little hand. Oh, oh, oh!"

10 Give a careful delineation of the character of Lady Macbeth and reconcile the traits suggested by the above passages with the more obvious characteristics noted.

4 **4.** Mention the reasons voiced by Macbeth for his distrust of Banquo.

2 Were they just?

2 Was the distrust mutual?

2 Give arguments and quotations in support of your answers.

5. Establish the exact connections of each of the following passages:

4 (*a*) "Therefore to horse;
And let us not be dainty of leave-taking,
But swift away;"

4 (*b*) "Stand not upon the order of your going,
But go at once."

4 (*c*) "Nay, had I power, I should
Pour the sweet milk of concord into hell,
Uproar the universal peace, confound
All unity on earth."

4 (*d*) "To-morrow, and to-morrow, and to-morrow,
Creeps in this petty pace from day to day
To the last syllable of recorded time."

10 **6.** "The most universal and characteristic quality of Tennyson's work is its perfection in detail – its finished technique, the beauty which pertains to every line and phrase."
—*Alexander.*

Justify the above estimate and illustrate from at least three o. Tennyson's poems.

10 **7.** "Ulysses and the Lotus-Eaters exemplify two contrasted states, or phases, of character."

Describe these respective phases of character.

8 **8.** (*a*) Quote at least sixteen successive lines from:—"The splendour falls on castle walls;" or from: "Tears, idle tears;" or from: "Home they brought her warrior dead."

4 (*b*) State in a sentence the teaching of the poem you quote.

10 **9.** "Sir Galahad represents the masculine side of the same spiritual condition which is unfolded in St. Agnes' Eve."

Describe this "Spiritual condition" in terms that will be equally applicable to the knight or to the nun.

8 **10.** (*a*) Tell in your own words the story of "The Brook"

3 (*b*) Wherein does the charm of this poem lie?

3 (*c*) What is the effect of the interlude song of the brook?

6 (*d*) Scan any three lines from the main part of the poem and three from the interlude song, and show how the metre is particularly suitable in each case to the subject matter.

Values.

11. "Help me not to break in upon her peace
My children too! Must I not speak to these?
They know me not, I should betray myself,
Never! No father's kiss for me—the girl
So like her mother, and the boy, my son."

2 Why, and under what circumstances did Enoch Arden
3 give utterance to the above words?

5 Give your estimate of the wisdom of his course.

STANDARD VII.

ESSAYS.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS { J. C. BUTCHART, B.A. / J. W. BROWN, B.A.

NOTE.—The candidate will write on one of the themes in "A" and on one in "B."

A

Values.

35 1. The Trial of Rebecca.
2. The Combat between Sohrab and Rustum.
3. A Girl's Education (Sesame and Lilies).
4. Sir Roger de Coverley at Home.

B

40 1. Railway Extension in Alberta.
2. Reading as Recreation.
3. Farming as an Occupation.
4. The Climate of Alberta.

STANDARD VII.

HISTORY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { D. A. MCKERRICHER, B.A. / E. L. HILL, B.A.

Values.

10 **1.** Point out the excellences and defects of the Greek character. Contrast with the national character of the Hebrews, Romans and Anglo-Saxons.

12 **2.** Sketch the career of each of the following: Aristides, Socrates, Pyrrhus, Catiline, Alaric, Mohammed.

12 **3.** Write explanatory notes on: Comitia Centuriata, Decemvirs, the Roman public lands, the Mediterranean pirates, the Barbarian Invasions, the Trouveurs.

3 **4.** (*a*) Write a brief note on the city of Carthage as it was at the beginning of the Punic wars.

2 (*b*) What was the cause of the conflict between Carthage and Rome?

7 (*c*) State the general results of the first Punic war and tell in detail the story of the second Punic war.

8 **5.** Write a note on the Gracchi. What were their aims, the measures they proposed, the results?

2 **6.** (*a*) Define "Responsible government," "Representative government."

8 (*b*) Illustrate the working of responsible and representative government by describing the government of an Alberta town or school district.

10 **7.** Write explanatory notes on the following:

(1) Governor-General in Council.
(2) The Supply Bill.
(3) The Privy Council.
(4) The Cabinet.
(5) Federal Disallowance.

10 **8.** "The laws of our province have much more to do with our ordinary life and happiness than have the laws of the Dominion."

Submit all the evidence you can in support of this statement.

10 **9.** Sketch broadly the origin and growth of parliamentary institutions in England.

6 **10.** Indicate clearly the stages through which a bill passes before it becomes an act or a statute law.

STANDARD VII.

ARITHMETIC AND MENSURATION.

TIME—THREE HOURS. EXAMINERS { WALTER SCOTT, B.A. / J. W. BROWN, B.A.

Values.

15 **1.** A man invested a certain sum in 6% stock at $119\frac{7}{8}$, brokerage $\frac{1}{8}$%, and half as much in 4% stock at $79\frac{7}{8}$, brokerage $\frac{1}{8}$%. His income from both investments is $450.00; how much did he invest in each kind of stock?

20 **2.** A note for $182.50 was discounted at a bank on March 24th, at the rate of 7%; it fell due on July 2nd following, and was redeemed by the maker. How much did the bank invest in purchasing the note, and what rate of interest did it make on its investment?

Values

15 **3.** A stock company with $100,000 authorized capital, 10% of which is paid-up, can declare a dividend of 12% on the paid-up capital. They make a future call of 4% which is devoted to increasing their office accommodation; what rate of dividend can they now declare?

15 **4.** Water is flowing at the rate of 10 miles per hour through a cylindrical pipe 14 inches in diameter, into a rectangular reservoir 187 yards long by 96 yards wide. In what time will the surface of the water in the reservoir be raised one inch?

15 **5.** A commission merchant sold two lots for a total of $800.00; on one of them he charged 2 per cent. commission for selling and on the other 4 per cent. His total commission being $26.00, find the selling price of each of the lots.

15 **6.** A man purchased a house and lot for $2,900.00. After a time he finds them to be worth $3,000.00, the value of the house having decreased 12½ per cent. and that of the lot having increased 80 per cent. He now insures the house at $\frac{7}{8}$ per cent. on six-sevenths of its value. Find the premium paid.

15 **7.** Twenty years ago a man insured his life for $4,000.00, paying an annual premium of 2 per cent. During the first ten years money could have been invested at 6 per cent. and at 8 per cent. for the remaining ten years. If he should die now which would have been the more profitable for his family? (Use simple interest).

15 **8.** The sides of a triangle are 180 m.m., 20 c.m. and 25 c.m. respectively. The longest side being considered as the base, find the length of the perpendicular drawn from the vertex to the base.

STANDARD VII.

GEOMETRY.

TIME—THREE HOURS. EXAMINERS { J. A. FIFE, B.A. / J. A. SMITH, B.A.

Values.

NOTE.—Particular enunciations must be clearly stated and authorit es given.

2 **1.** (*a*) What restriction does Euclid place on the use of compasses in constructing geometric figures?

4 (*b*) State the general enunciation of the propositions which are necessary on account of the restriction in (*a*).

Values.

5 **2.** On a given straight line as base, construct an isosceles triangle having each of its equal sides double of the base.

8 **3.** (*a*) The angles at the base of an isosceles triangle are equal to one another, and if the equal sides be produced, the angles on the other side of the base shall also be equal to one another. 5—I.

6 (*b*) State the corollary to the proposition in (*a*) and show how its truth follows from the proposition.

7 **4.** AB and AC are the equal sides of an isosceles triangle ABC, and LMN are the middle points of the sides AB, BC and CA respectively; prove (1) $LM = MN$, (2) $BN = CL$, (3) The angle ALM = the angle ANM.

4 **5.** In the enunciation, "The greater side of a triangle has the greater angle opposite to it," point out what is assumed and what is to be proved.

6 **6.** (*a*) Through a given point draw a straight line such that the perpendiculars drawn to it from two given points shall be equal.

2 (*b*) State the condition which would make the problem in (*a*) impossible.

8 **7.** If a straight line falling on two other straight lines make an exterior angle equal to the interior opposite angle, on the same side of the line; or if it make the interior angles on the same side together equal to two right angles, then the two straight lines shall be parallel. 28—I.

6 **8.** Prove that all the interior angles of any rectilineal figure together with four right angles are equal to twice as many right angles as the figure has sides.

8 **9.** (*a*) If a straight line be bisected and produced to any point, the rectangle contained by the whole line thus produced and the part of it produced, together with the square on half the line bisected, is equal to the square on the straight line made up of the half and the part produced. 6—II.

3 (*b*) Express the theorem in (*a*) algebraically.

9 **10.** In every triangle the square on the side subtending an acute angle is less than the sum of the squares on the sides containing the acute angle, by twice the rectangle contained by either of these sides, and the straight line intercepted between the perpendicular let fall on it from the opposite angle, and the acute angle. 13—II.

6 **11.** If from one of the base angles of an isosceles triangle a perpendicular is drawn to the opposite side, then twice the rectangle contained by that side and the segment adjacent to the base is equal to the square on the base.

Values.

8 **12.** If a straight line drawn through the centre of a circle bisects a chord which does not pass through the centre, it shall cut the chord at right angles. 3—III.

5 **13.** Describe a circle of *given* radius to touch each of two given straight lines.

6 **14.** If two circles cut one another any two parallel straight lines drawn through the points of intersection to cut the circles are equal.

8 **15.** The angles made by a tangent to a circle with a chord drawn from the point of contact, are respectively equal to the angles in the alternate segments of the circle. 32—III.

6 **19.** Two circles touch externally, and through the point of contact a straight line is drawn terminated by the circumference. Show that the tangents at its extremity are parallel.

8 **17.** If two chords of a circle cut one another, the rectangle contained by the segments of the one shall be equal to the rectangle contained by the segments of the other. 35—III.

STANDARD VII.

ANIMAL LIFE.

TIME—TWO HOURS. EXAMINERS { J. F. BOYCE, B.A. / E. L. HILL, B.A.

Values.

7 **1.** (*a*) Using drawings, describe the structure and life processes of a simple unicellular organism.

5 (*b*) Write a concise note on the successfulness of primitive life.

7 **2.** (*a*) Give the main characteristics of the nature of communal life of honey bees.

5 (*b*) Briefly compare co-operation and mutual aid in a bee-colony with life in a human community.

6 **3.** (*a*) Show how barriers to distribution have affected the land faunae of Africa, South America and Australia.

6 (*b*) Indicate the chief barriers affecting the distribution of fresh-water animals.

6 **4.** (*a*) Write explanatory notes distinguishing instinct, habit, reason.

6 (*b*) Give one good instance of the manifestation of the instinct of (i) fear, (ii) self-defence, (iii) play.

Values.

5. "The complex animals are complex because their life processes are performed by special parts of their body, which parts are specially modified so as to perform these processes well."—*Text.*

4 (*a*) Show clearly what is meant by specialization of organs and differentiation of structure.

8 (*b*) Indicate wherein *Hydra* in structure and function foreshadows the higher animals.

6 **6.** (*a*) Write a note dealing generally with the uses and cause of coloration in animals.

6 (*b*) Describe one good example of (i) special protective resemblance, (ii) variable protective resemblance, (iii) mimicry.

7. "In general, the numbers of every species of animal in the state of Nature remain about stationary."—*Text.*

6 (*a*) Account for the fact that when so many young are produced by some species of animals the world is not over-run with them.

6 (*b*) Point out the relation between natural selection and the origin of adaptations.

8. Write concise notes on:—

4 (*a*) Adaptations for rivalry.

4 (*b*) The care of the young among mammals.

4 (*c*) The difference between animals and plants.

4 (*d*) Gregariousness.

STANDARD VII.

ENGLISH GRAMMAR AND RHETORIC.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { G. FRED MCNALLY, B.A. / J. E. LOUCKS, B.A.

Values.

1.

I *prithee* now, my son
Go to them, with this bonnet in thy hand:
And thus far *having stretched* it—here be with them—
Thy knee bussing the stones—for in such business
Action is eloquence, and the eyes of the ignorant
More learned than the ears—waving thy head,
Which often—*thus*—correcting thy stout heart,
Now humble as the ripest mulberry
That will not hold the *handling*: or say to them,
Thou art their soldier, and being bred in broils
Hast not the soft way which, thou dost confess,
Were fit for thee to use as *they* to claim,
In asking their good loves, but thou wilt frame,
Thyself, *forsooth*, hereafter theirs, *so far*
As thou hast power and *person*.

Values.

14 (*a*) Write out in full each of the subordinate clauses in this extract. Give the grammatical functions of each of these clauses and point out accurately its relation.

10 (*b*) Give the construction of the italicized words.

2. (*a*) Name the classes of co-ordinate conjunctions. Illustrate by examples.

8 (*b*) Write a note on the use and meaning of the "*article*" in English.

7 **3.** Distinguish the forms of *ing* in these sentences:

(*a*) The street crossing is in a muddy condition.

(*b*) The *crossing* of the river was the most difficult.

(*c*) *Crossing* a low bridge he came to the house.

(*d*) I was surprised at his *crossing* there.

(*e*) *Crossing* the Atlantic in summer is pleasant.

(*f*) He is *crossing* by Empress of Britain.

(*g*) There was a bridge at Smith's *crossing*.

9 **4.** (*a*) English has been largely influenced in its vocabulary by foreign languages. Name six of the most important and describe minutely the influence of any two.

5 (*b*) Account for the introduction of any five of these words:—veldt, tepee, boomerang, kyak, coulee, butte, mush.

12 **5.** Discuss fully the various uses of the verbs: be, have, shall, will, may and do.

3 **6.** Which is the more difficult, oral or written Composition? Why?

10 **7.** The five cardinal principles which must be observed by a good writer in the development of his theme are unity, coherence, emphasis, proportion and climax. Explain in a general way what you understand these to mean.

10 **8.** "It is a twice-told tale that the world is passing away from us. God has written it upon every page of His creation that there is nothing here which lasts. Our affections change. The friendships of the man are not the friendships of the boy. The face of the visible world is altering around us: We have the grey mouldering ruins to tell of what once was. Our laborers strike their ploughshares against the foundations of buildings which once echoed to human mirth—skeletons of men to whom life was once dear—urns and coins that remind the antiquarian of a magnificent empire. This is the history of the world, and all that is in it. It passes while we look at it. Like as when you watch the melting tints of the evening sky—purple-crimson, gorgeous gold, a few pulsations of quivering light and it is all gone. We are such stuff as dreams are made of—."

Values.

(*a*) What type of composition is this? (*b*) Why are the sentences here used, suitable to the theme? (*c*) What is the topic of the paragraph? (*d*) How is it given prominence and vigor? (*e*) What is the function of the sentence "We are such stuff as dreams are made of?"

12 **9.** Re-write six of the following sentences, naming and correcting the rhetorical defects:

(*a*) I shall attempt to show that a central bank should not be adopted by comparison with governmental banks.

(*b*) Where shall I be liable to find this passage of poetry?

(*c*) "Mr. Chester signified, Sir," said John, "that he wanted a large apartment."

(*d*) They returned back again to the same city from whence they came forth.

(*e*) After the armies of the Grecians and Trojans had engaged in combat for some time, fortune favored both sides to some extent.

(*f*) He died at the age of sixty-five, surrounded by many mourners, among whom were his three daughters, to whom he had dictated his writings after he became blind

(*g*) The blushing bride, leaning on the arm of her fond parent, passed up the aisle the admired of all admirers.

(*h*) After brushing my clothes there were not more than ten minutes left.

STANDARD VII.

PHYSICAL SCIENCE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { E. L. HILL, B.A. / J. F. BOYCE, B.A.

Values

9 **1.** (*a*) In 12 minutes the velocity of a railroad train changes uniformly from 30 miles per hour to 80 yards per minute. Using the foot and second as units, express: (i) its initial velocity, (ii) its final velocity, (iii) its acceleration.

2 (*b*) Give two illustrations of the practical value of specific gravity.

8 **2.** (*a*) Describe the construction and use of the barometer.

2 (*b*) Explain whether it is necessary that the tube should be of uniform bore.

12 **3.** (*a*) Write notes on: Echoes, nodal points, resonance, limits of audibility, consonance, organ pipes.

3 (*b*) Write a note upon the effect of overtones upon the sound of a violin.

Values.

10 (*c*) Describe experiments to prove upon what pitch depends: (i) in strings (ii) in air columns.

4 **4.** (*a*) Distinguish between quantity o' heat and temperature.

4 (*b*) What temperature Fahrenheit corresponds to 40 degrees below zero Centigrade? Show your line of reasoning.

8 **5.** The specific heat of lead is .0315. What will be the resulting temperature when 200 grams of lead at 100 degrees Centigrade are mixed with 5 grams of ice at 0 degrees Centigrade?

4 **6.** (*a*) Write a note on the maximum density of water.

3 (*b*) Compare, in general terms, the heat conductivity of solids, liquids and gases.

6 **7.** (*a*) Explain, using a diagram, how the eye sees the image of a luminous object formed by a plane mirror.

9 (*b*) Describe, using diagrams, the difference in appearance of a distant candle viewed through a double convex lens, as the lens is moved from a point near the eye to a point near the candle.

4 (*c*) A straight stick is thrust obliquely into water. Draw a diagram to show its appearance, and give explanation.

2 **8.** (*a*) Draw diagrams to show the meaning of umbra and penumbra.

4 (*b*) Show how the umbra of a given fixed object may be made to differ in form and size.

4 (*c*) Draw diagrams to show the relative position of the observer in the case of: (i) a partial eclipse of the sun, (ii) a partial eclipse of the moon.

5 **9.** (*a*) Give an account of the magnetic condition of the earth.

4 (*b*) Tell how to make a powerful electro-magnet.

4 (*c*) How would you proceed to magnetize your knife blade so that the point would repel the north-seeking end of a magnetic needle.

8 **10.** (*a*) Describe the construction and action of the electric bell.

6 (*b*) Describe an experiment to illustrate the chemical effect of the electric current.

STANDARD VII.

ALGEBRA.

TIME—THREE HOURS. EXAMINERS { J. A. SMITH, B.A. / J. A. FIFE, B.A.

Values

1. Factor the following expressions:

5 (i) $p^4+q^4-v^4+2p^2q^2-2v^2-1$

5 (ii) $a^3+b^3-c^3+3(a+b-c)(ab-ac-bc)+3abc$

6 (iii) $(a^2-b^2)(x^2-y^2)-4abxy$

4 **2.** Show that the difference of the squares of two consecutive odd integers is equal to four times the intermediate even number.

7 **3.** Simplify:

$$\frac{1-\dfrac{x^2+y^2-z^2}{2xy}}{1+\dfrac{y^2+z^2-x^2}{2yz}}$$

7 **4.** (*a*) Solve the quadiatic $x^2+px+y=o$

8 (*b*) If m and n are the roots of the equation $ax^2+bx+c=o$, find in terms of the known numbers a, b, c the value of

(i) $\dfrac{1}{m}-\dfrac{1}{n}$ (ii) m^3+n^3

8 **5.** If L and B are the roots of the equation $x^2+7x+9=o$, find the equation whose roots are $\dfrac{L+B}{L}$ and $\dfrac{L+B}{B}$

6 **6.** Solve:

(i) $xy+x+y=11$
$xy(x+y)=30$

6 (ii) $2x^2+6x-41=\sqrt{x^2+3x+7}$

4 **7.** (*a*) State the fundamental definition in the theory of indices.

6 (*b*) Find a meaning for x^o, x^{-m}, $\frac{m}{x^n}$ consistent with this definition.

6 (*c*) Simplify:

$$\sqrt[3]{a^6b_2^3c_2^1}\times b_2^9\times(c_3^1a^4)^{-\frac{1}{2}}$$

Values.

6 **8.** (*a*) Find the square of $\sqrt{x}+\sqrt{y}$ and find the square root $27+10\sqrt{2}$

6 (*b*) Simplify:

$$\frac{4}{\sqrt[3]{9-1}}+\frac{5}{\sqrt[3]{9+1}}$$

9. Solve:

7 (i) $x^2+2xy=16$ (ii) $x^4+x^2y^2+y^4=91$

8 $xy+y^2=15$ $(x^2-xy+y^2)(x-y)^2=28$

10 **10.** Find the price of eggs a dozen when 15 more in a dollar's worth lowers the price 4 cents a dozen.

10 **11.** Two men start at the same time to meet each other from towns which are 25 miles apart. One takes 18 minutes longer than the other to walk a mile, and they meet in 5 hours. How fast does each man walk?

STANDARD VII.

CHEMISTRY.

TIME—TWO AND ONE-HALF HOURS EXAMINERS { J. F. BOYCE, B.A. / E. L. HILL B.A.

Values

1 **1.** (*a*) State the law of the conservation of mass.

6 (*b*) Describe two simple experiments to illustrate the weight relations upon which the law is based.

6 (*c*) Describe two experiments of opposite type that seem to be exceptions to the law. Account for each.

8 **2.** (*a*) State the law of reacting weights. Selecting an example give the line of reasoning by which chemists have applied this law in determining the quantitative composition of chemical compounds.

7 (*b*) A gaseous compound contains 0.337 grams of hydrogen and 1 gram of carbon. One litre of the gas at 0°C and 760 mm. weighs 0.7161 grams Calculate the chemical formula.

10 **3.** (*a*) Describe a simple method of preparing oxygen in quantity for class-room purposes. Make a diagram of the apparatus used and record in detail the nature of the reaction.

8 (*b*) Explain how oxygen is obtained in commercial quantities in the manufacture of liquid air.

6 (*c*) Make a list of the properties of and uses of oxygen and compare with the properties of *either* ozone *or* hydrogen peroxide.

Values.

4. Give a simple experiment illustrating each of the following:

4 (*a*) The reducing action of hydrogen.

8 (*b*) The process of bleaching with (i) sulphur dioxide, (ii) chlorine water. Explain each reaction.

5. Record your observations and conclusions in the following cases:

4 (*a*) A piece of marble, C_aCO_3, is treated with hydrochloric acid.

4 (*b*) Air is forced through a U-shaped tube containing calcium chloride.

4 (*c*) A small piece of potassium is dropped on the surface of water.

4 (*d*) A glass rod moistened with hydrochloric acid is placed in the mouth of a test-tube containing a solution of ammonia.

7 **6.** Show that by varying the conditions of experiment the terms "combustible" and "supporter of combustion" may be rendered interchangeable.

8 **7.** Using a diagram describe and explain the application of the properties of ammonia in use in cold storage plants.

12 **8.** Give one good instance (explaining where possible), of chemical equalibrium, slow oxidation, efflorescence, allotropism, chemical equation, disinfectant.

9. Under the headings, preparation, properties and uses, describe:

9 (*a*) *Either* carbon monoxide *or* Acetylene gas.

9 (*b*) *Either* nitric acid *or* sulphuric acid.

STANDARD VII.

LATIN AUTHORS.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { D. A. MCKERRICHER, B.A. / E. W. COFFIN, PH.D.

Value

1. (*a*) Translate:

Quibus rebus nostri perterriti, etque huius omnino generis *pugnae* imperiti non eadem alacritate ac *studio*, quo in pedestribus uti proeliis consuerant utebantur. Quod ubi Caesar animadvertit, naves longas, quarum et species erat barbaris inusitatior et motus ad usum expeditior, paulum removeri ab onerariis navibus et remis incitari et ad latus apertum hostium constitui atque inde fundis, sagittis, tormentis hostes propelli ac submoveri iussit; quae res magno *usui* nostris fuit. Nam

Values.

et navium figura et remorum motu et inusitato genere tormentorum permoti barbari constiterunt ac paulum modo pedem rettulerunt. Atque nostris militibus cunctantibus, maxime propter altitudinem maris, qui decimae legionis aqualim ferebat, contestatus deos, ut ea res legioni feliciter eveniret: "Desilite," inquit, "milites, nisi vultis aquilam hostibus prodere: ego certe meum reipublicae atque imperatori officium praestitero." Hoc cum *voce* magna dixisset, se ex navi proiecit atque in hostes equilam ferre coepit. Tum nostri cohortati inter se, ne tantum dedecus admitteretur, universi ex navi desiluerunt. Hos item ex proximis primis navibus cum conspexissent, subsecuti hostibus appropinquarunt.

4 (*b*) Explain the case of: pugnae, studio, usui, voce.

4 (*c*) Give, as nearly as you can in Caesar's own words or style, his reasons for invading Britain.

11 **2.** (*a*) Translate:

Insula natura triquetra, cuius unum latus est contra Galliam. Huius lateris alter angulus qui est ad Cantium, quo fere omnes ex Gallia naves *appelluntur*, ad orientem solem, inferior ad meridiem spectat. Hos [latus] pertinet circiter milia passuum quingenta. Alterum vergit ad Hispaniam atque occidentem solem, qua ex parte est Hibernia dimidio minor, ut existimatur, quam Britannia, sed *pari spatio* transmissus atque ex Gallia est in Britanniam. In hoc medio cursu est insula quae appellatur Mona; complures praeterea minores *subjectae* insulae existimantur; de quibus insulis nonnulli scripserunt *dies continuos* triginta sub bruma esse noctem. Nos nihil de eo percontationibus reperiebamus, nisi certis ex aqua *mensuris* breviores esse quam in continenti noctes videbamus. Huius est longitudo lateris, ut fert illorum opinio, septingentorum milium. Tertium est contra septentriones, cui parti nulla est objecta terra; sed eius angulus lateris maxime ad Germaniam spectat: hoc milia passuum octingenta in longitudinem esse existimatur. Ita omnis insula est in circuitu vicies centum milium passuum.

5 (*b*) Explain the forms: Pari spatio, dies continuos, and give the principal parts or the stem of appelluntur, subjectae, mensuris.

4 (*c*) Compare the respective modes of warfare of the Romans and the Britons as described by Caesar in the account of his invasion.

5 (*d*) Give Caesar's expressions for: to launch a ship, to assess the damages, on the following day, metal of a fixed standard weight, to pursue the enemy too eagerly.

3. (*a*) Translate:

13 Vulgi quae vox ut venit ad aures,
obstipuere animi, gelidusque per ima cucurrit
ossa tremor, *cui fata parent*, quem poscat Apollo.
his Ithacus vatem *magno Calchanta tumultu*

Values.

protrahit in medios; quae sint ea numina divom,
flagitat. Et mihi iam multi crudele canebant
artificis scelus, et taciti ventura videbant.
bis quinos silet ille dies, tectusque recusat
prodere voce sua quemquam aut opponere morti.
vix tandem, *magnis Ithaci clamoribus* actus,
composito rumpit vocem, et me destinat arae.
adsensere omnes, et quae sibi quisque timebat,
unius in miseri exitium *conversa* tulere.

4 (*b*) Explain the constructions: cui parent; magnis clamoribus; conversa; magno tumultu.

4 (*c*) State briefly the theme and scope of the Aeneid, Book II. Describe concisely in what way the incident referred to in the extract affected the course of the Trojan war.

9 **4.** (*a*) Translate:

Ecce autem gemini a Tenedo per alta-
horresco referens—immensis orbibus angues
incumbunt pelago, pariterque ad litora tendunt;
pectora quorum inter fluctus arrecta iubaeque
sanguineae superant undas; pars cetera pontum
pone legit, sinuatque immensa volumine terga;
fit sonitus spumante salo. iamque arva tenebant,
ardentesque aculos suffecti sanguine et igni
sibila lambebant linguis vibrantibus ora.

5 (*b*) Show the peculiar force and appropriateness, in the description of the whole incident referred to above, of the following expressions: ad litora tendunt; fit sonitus spumante salo; spirisque ligant ingentibus; gemini lapsu effugiunt; sceleratam hastam.

5. Translate and explain the reference:

2 (*a*) Timeo Danaos et dona ferentes.

3 (*b*) Exillo fluere ac retro sublapsa referri spes Danaum.

2 (*c*) Dei jussu non unquam credita Teneris.

3 (*d*) O lux Dardaniae, spes o fidissima Teucrum, quae tantae tenuere morae?

5 (*e*) Qualis ubi in lucem coluber mala gramina pastus,
frigida sub terra quem bruma tegebat,
nunc positis novus exuviis nitidusque juventa,
lubrica convolvit sublato pectore terga,
arduus ad solem, et linguis micat ore trisulcis.

5 (*f*) Scan (*e*).

STANDARD VII.

LATIN GRAMMAR AND PROSE COMPOSITION.

TIME—TWO AND ONE-HALF HOURS.

EXAMINERS { E. W. COFFIN, PH.D. / D. A. MCKERRICHER, B.A.

Values

10 **1.** Write the stems of the following nouns: Nox, judex, opus, corpus, senatus, rus, ramus, turris, lapis, miles.

10 **2.** Write the genitives, sing. and plur., of the Latin for the following: beautiful flower, a whole army, huge tree, a better ship, a large harbor.

14 **3.** Explain fully and illustrate how the following ideas are expressed in Latin: extent of space, agency, point of time, duration of time, place whither, a promise, an indirect question.

12 **4.** Latin for each of us, all of us, both the former and the latter, in my own home, in company with the same friends, at daybreak, in the same place as formerly, a maiden of great beauty.

12 **5.** Explain fully all the typical forms of direct question in Latin, and give an example of each.

12 **6.** Write in full the perfect indicative active and passive of deleo, ago vestio, jacio.

7. Translate:

3 (*a*) In that city alone were found greater riches than in all the rest of the province.

4 (*b*) Swifter than the wind came the messenger warning the women and children to flee to the mountains.

2 (*c*) My friends tell me I am getting old.

4 (*d*) After giving this reply, the commander ordered the ambassadors to be led safely beyond the lines.

4 (*e*) We have read in this book that the city of Carthage was taken one hundred and two years before Caesar's death.

13 **8.** Translate:

Suevorum reliqui, qui domi manserint, se atque illos alunt. Hi rursus invicem anno post in armis sunt; illi domi remanent. Sic neque agricultura, nec ratio atque usus belli intermittitur. Sed privati ac separati agri apud eos nihil est; neque longius anno remanere uno in loco incolendi causa licet. Neque multum frumento, sed maximam partem lacte atque pecore vivunt, mult umque sunt in venationibus; quae res et cibi genere, et quotidiana exercitatione et libertate vitae (quod, a pueris nullo officio aut disciplina assuefacti, nihil omnino contra voluntatem faciant), et vires alit, et immani corporum magnitudine homines efficit. Atque in eam

se consuetudinem adduxerunt, ut locis frigidissimis neque vestitus, praeter pelles, haberent quicquam (quarum propter exiguitatem magna est corporis pars aperta), et lavarentur in fluminibus.

STANDARD VII.

FRENCH AUTHORS.

TIME—TWO AND ONE-HALF HOURS. EXAMINER, W. A. R. KERR, M.A., PH.D

I.

Values.

5 Quote, naming the author, at least twelve lines from one of the poems prescribed for study.

II.

20 Translate into English:

Et Jean Bart sortit, pleurant comme un enfant et criant: "Vive le roi!" à tue-tête.

Ce fut alors qu'enveloppé par tous les courtisans desireux de faire la cour à un homme qui était demeuré plus d'une demi-heure en audience privée avec Louis XIV. et ne sachant comment sortir de ce cercle vivant qui commençait a l'étouffer, il profita de ce qu'un des courtisans lui demandait: "Monsieur Jean Bart, comment donc êtes-vous sorti du port de Dunkerque, bloqué comme vous l'etiez par la flotte Anglaise?

—Vous voulez le savoir? répondit-il.

—Oui, oui, s'écrièrent-ils tous en chœu ; cela nous ferait grand plaisir.

Eh bien, vous allez voir. Je suis Jean Bart, n'est ce pas? Vous êtes la flotte Anglaise, vous me bloquez dans l'antichambre du roi; vons m'empêchez de sortir . . . Eh bien, vli! vlan! piff! paff! violà comment je suis sorti!"

Et à chaque exclamation, allongeant un coup de pied ou un coup de poing à celui qui était en face de lui et l'envoyant tomber sur son voisin, il s'ouvrit un passage jusqu' à la porte.

Arrivé là:

"Messieurs, dit-il, voilà comment je suis sorti du port de Dunkerque." Et il sortit de l'antichambre du roi.

2 1. Write a note on the author of the foregoing.

2 2. What was the request which Jean Bart made of Louis XIV, and why was it difficult for the King to accede to it?

3 3. Translate into French:
(*a*) More generous than I.
(*b*) More than six months.
(*c*) More than you think.

1 4. Where is Dunkerque?

Values.

2 5. Commençait, allongeant:—Account for any peculiarity in the spelling of these words.

10 6. Write out in full the present subjunctive and past definite of the following verbs occurring in the preceding extract: Vive, faire, sachant, étiez voulez, allez, voir, envoyant, s'ouvrit, dit.

III.

20 Translate into English:

Perrichon, *tres emu*—Vite! de l'eau l du sel! du vinaigre! (*Il fait a-seoir Daniel*).

Tous,—Qu'y a-t-il?

Perrichon.—Un événement affreux! (*S'interrompant*). Faites-le boire, frottez-lui les tempes!

Daniel—Merci . . . Je me sens mieux.

Armand.—Qu'est-il arrivé?

Daniel.—Sans le courage de monsieur Perrichon . .

Perrichon (*vivement*).—Non, pas vous! ne parlez pas! . . . (*Racontant*). C'est horrible! . . . Nous étions sur la mer de Glace . . . Le mont Blanc mous regardait tranquille et majestueux . . .

Daniel, *a part.*—Le récit de Théramène!

Madame Perrichon.—Mais dépêche-toi donc!

Henriette.—Mon père!

Perrichon.—Un instant, que diable! Depuis cinq minutes nous suivions, taut pensifs, un sentier abrupt qui serpentait entre deux crevasses . . . de glace! Je marchais le premier.

Madame Perrichon.—Quelle imprudence!

Perrichon.—Tout à coup, j'entends derrière moi comme un éboulement; je me retourne: Monsieur venait de disparaître dans un de ces abîmes sans fond, dont la vue seule vons fait frissonner! . . .

Madame Perrichon.—Mon ami!

Perrichon.—Alors n'écoutant que mon courage, moi, père de famille, je m'élance . . .

Madame Perrichon et Henriette. —Ciel!

Perrichon.— . . . sur le bord du précipice; je lui tends mon bâton ferré . . . il s'y cramponne . . je tire . . . nous tirons, et après une lutte insensé, je l'arrache au nèant et je le ramène à la face du soleil, notre père à tous! . . . (*Il s'essuie le front avec son mouchoir.*)

2 1. Write a note on the author of the foregoing.

1 2. *Le recit de Theramene.* Explain the allusion.

2 3. What bearing has the episode here described upon the course of the action of the play.

10 4. Translate into French:

(*a*) Are you feeling better?

(*b*) Not I!

(*c*) We have been here for ten days.

(*d*) Daniel has just gone.

(*e*) He snatched him back from annihilation.

IV.

Values.

Translate into English:

"Monsieur le Préfet, je crois devoir prévenir l'autorité que deux insensés ont l'intention de croiser le fer demain, à midi moins un quart . (*Parle.*) Je mets moins un quart afin qu' on soit exact. Il suffit quelquefois d'un quart d'heure! . . . (*Reprenant sa lecture*) "à midi moins un quart . dans les bois de la Malmaison. Le rendez-vous est à la porte du garde . . Il appartient à votre haute administration de veiller sur la vie des citoyens. Un des combattants est un ancien commerçant, père de famille, dévoué à nos institutions et jouissant d'une bonne notoriété dans son quartier. Veuillez agréer, Monsieur le Préfet, etc., etc. . . . '

2 1. Who is the speaker?

2 2. Who issued the challenge for the duel referred to, and what was the cause of the quarrel?

6 3. Translate into French:

(*a*) Do you enjoy good health?

(*b*) My friend is an old officer.

(*c* He will be here at nine minutes past twelve at night.

STANDARD VII.

FRENCH GRAMMAR, COMPOSITION AND SIGHT TRANSLATION.

TIME—TWO AND ONE-HALF HOURS. EXAMINER, W. A. R. KERR, M.A., PH.D

I.

Values.

4 Translate into French:

1. He is my best friend.
2. Jean is taller than Marie.
3. Berlin is not so interesting as Paris.
4. A boat travels less quickly than a train.

II.

8 Translate into French:

1. Please give me some bread.
2. I shall give you some with pleasure.
3. Did you see him?
4. Will you give it to him?
5. Here we are.
6. It is I.
7. Do not give her any.
8. He gave them to us

III.

Values.

8 Translate into French:

1. Have you any bread, Mr. Martin?
2. Yes, madam, we have some.
3. I should like some sugar also.
4. We keep very good sugar, madam.
5. Have you coffee and tea?
6. We have excellent tea, but have no coffee this morning.
7. Men are animals.
8. Animals are not always men.

IV.

Translate into French:

2 1. Your friends have come, haven't they?
2 2. Yes, but we have not seen them yet.
2 3. The flowers you have bought will be here at noon.
2 4. My father and mother have sold their house.
2 5. The children have gone to bed.

V.

5 1. Write out the feminine of: Bon, nouveau, sec, long, roi, gros, flatteur, canadien, faux, cher.
5 2. Write out the plural of: Table, bras, nez, cheval, chou, beau, voix, oeil, bal, cheveu.

VI.

Translate into French:

2 1. As it is fine this morning we shall go for a walk.
2 2. Canada and the United States are countries in America.
2 3. America was discovered in the year fourteen hundred and ninety-two by Columbus.
2 4. The old woman was hungry and thirsty and asked for some money in order that she might buy something to eat.
2 5. The lady whose purse we found has not returned.
2 6. I wish you to be at my house at twenty-five minutes past three in the afternoon.
2 7. There are a great many people in the room; do you know them?
2 8. The doctor orders me to go for a drive every day.
2 9. The boy who came to see us yesterday has gone away.
2 10. How long have you been waiting? We have been here for two hours.

VII.

20 Translate into French:

Mr. Mumbleson would like to see the world, would like to visit Paris. But he knows no French and how can he travel without being able to speak French? One

Values.

evening on opening his newspaper he read the following advertisement: "Languages, Languages! French, German, Italian, Spanish! Learn languages from Professor Smatterall who speaks one as well as the other."

Mr. Mumbleson went to see the professor, and in six weeks spoke French as perfectly as his teacher.

VIII.

20 Translate into English:

Il y avait une fois à Salerne une bonne vielle, pêcheuse de profession, qui n'avait pout tout bien et pour tout appui qu'un garçon de douze ans, son petit fils dont le père avait été noyé dans un jour d'orage, et dont la mère était morte de chagrin. Gracieux, c'était le nom de l'enfant, n'aimait au monde que sa grand'mère; il la suivait tous les matins avant l'aube, pour ramasser les coquillages, ou pour tirer le filet à la rive, en attendant qu'il fût assez fort pour aller lui-même à la pêche. Il était si beau, si bien fait, si avenant que, dès qu'il entrait dans la ville, avec sa corbeille de poisson sur la tête, chacun courait après lui; il avait vendu sa part avant même d'arriver au marché.

STANDARD VII.

GERMAN AUTHORS.

TIME—TWO AND ONE-HALF HOURS. EXAMINER, W.A.R. KERR, M.A.,PH.D.

I.

Values.

5 Quote at least twelve lines from one of the poems prescribed for study.

II.

12 Translate into English:

"Sahest du oben gehen
Den Koenig und sein Gemahl?
Der roten Maentel Wehen?
Der goldnen Kronen Strahl?

Fuehrten sie nicht mit Wonne
Eine schoene Jungfrau dar,
Herrlich wie ein Sonne,
Strahlend im goldnen Haar?

Wohl sah ich die Eltern beide—
Ohne der Kronen Licht
Im schwartzen Trauerkleide,
Die Jungfrau sah ich nicht."

Values.

3 1. Who is the author of this poem and what is its title?

III.

20 Translate into English—

"Da," fuhr der Jaeger fort, "geschah ein groszes Wunder. Sankt Hubertus hoerte mein Gebet und machte dasz an der ganzen Geschichte kein wahres Wort war."

"Droenendes Gelaechter scholl von den baertigen Lippen der Jagdgenossen, und das Gebell der Hunde mischte sich in den Jubel der Herren. Als sich der Sturm gelegt hatte, fragte der Graf:

"Und wie hast du's mit der Kerze gehalten, die du deine Schutzpatron gelobt hast, alter Suender?"

"Herr," erwiderte der Waldhueter, "ich bin mein Lebtag eine arme Haut gewesen; woher haette ich die Kerze nehmen sollen? Unsereiner ist froh, wenn er sein Stueck Brot hat und manchmal einen Trunk dazu. Freilich lastet es schwer auf meinem Gewissen, dasz ich dem Heiligen bis heut meine Schuld nicht abzahlen konnte. Veilleicht geben mir die Herren eine kleine Beisteuer, damit Sankt Hubertus zu seiner Kerze kommt."

Da lachten die Herren wiederum. Jeder zog seinen Beutel, und in den alten Hut des Jaegers fiel ein Regen von Silberstuecken.

3 1. Describe briefly the episode related by the old hunter.

2 2. Why is it especially to Sankt Hubertus that appeal is made?

Translate into German:

2 (*a*) When will the storm cease?

2 (*b*) We never paid our debts.

10 Write out the principal parts, indicating the auxiliary, of the following verbs occurring in the foregoing extract:—fuhr . . . fort, geschah, war, mischte sich, erwiderte, nehmen, abzahlen, geben, fiel.

IV.

20 Translate into English:

"Ich musz verkaufen," sprach die Wirten seufzend zu ihrer Tochter, "musz sehen anderswo eine Schenke zu kaufen, denn hier gehe ich zu Grund. Aber es ist doch hart scheiden zu muessen von einem Anwesen, auf dem ich lange Jahre im Glueck gelebt." Und dann weinten sich die beiden Frauen recht aus.

Am andern Morgen hiesz die Wirtin den Knecht anspannen. Sie wollte ueber Land fahren und sich nach einem Wirthaus umtun. Jungjer Martha, die in der Abwesenheit der Wirtin als Hausfrau schalten sollte und den schweren Schluesselbund bereits an der Guerteltasche trug, kueszte die Mutter zum Abschied, dan rollte das Waegelein landeinwaerts.

Mehrere Tage fuhr die Schwanenwirtin von Dorf zu Dorf und hielt Nachfrage. Endlich fand sie, was sie suchte, und den Kopf voll von Zunkunftsplaenen

Values.

machte sie sich wieder auf die Heimfah t. Als sie sich dem Schwanenwirtshaus naeherte, stieg sie aus und befahl dem Knecht langsam hinter ihr drein zu fahren. Sie wollte ihre Lente daheim ueberraschen, und das waere zu Wagen nich gegangen Sie hatte eine Ahnung, dasz zu Haus nichts alles in ordnung sei, und als sie einen Seitenpfad benuetzend unbemerkt bis an das Wirtshaus gekommen war, fand sie, dasz ihre Ahnung sie nicht betrogen hatte.

3 1. From what story is the above taken?

3 2. What is the difficulty which confronts the *Schwanenwirtin* on her return?

6 3. Write out the past participles of : Verkaufen, kaufen, hiesz, sich umtun, ueberaschen, sei.

5 4. Write out the plurals of : Tochter, Wirtin, Kopf, Haus, Seitenpfad.

4 5. Who is the author of the *Waldnovellen*? Write a note on his career.

STANDARD VII.

GERMAN GRAMMAR, COMPOSITION AND SIGHT TRANSLATION.

TIME—TWO AND ONE-HALF HOURS. EXAMINER, W. A. R. KERR, M.A.,PH.D

Values.

I.

Decline together:

4 1. Sein junger Sohn.

4 2. Jenes hohe Dach.

4 3. Dieses huebsche Maedchen.

4 4. Ihr guetiger Nachbar.

II.

Translate into German:

2 1. He has had.

2 2. He has become.

2 3. The carriage has been sold.

2 4. He has sung.

2 5. What has happened?

2 6. We have run.

2 7. Who has remained?

2 8. My father has died.

III.

5 (*a*) Compare:
Angenehm, gut, arm, hoch, reich.

3 (*b*) Translate into German:
The trees are greenest in spring.

IV.

Values.

10 Explain what is meant by the terms: "Separable" and "inseparable" prefixes. Illustrate your answer with examples of their use.

V.

Translate into German:

3 1. Mr. Brown, who was here yesterday, has now gone away.

3 2. We believe that what you say is true.

3 3. There are a great many people in the city at present, but we do not know who they are.

3 4. Wilhelm the Second, the German Emperor, is a great figure in the world today.

3 5. That cloth cost me fifty-one cents a yard.

3 6. The train for Calgary leaves Strathcona at half-past eight in the morning.

3 7. I have lost my pencil, but my older brother still has his.

3 8. The house in which my uncle and aunt live is large and handsome.

3 9. The gentleman whose house they bought has been in Alberta for five years.

3 10. Horses, dogs and men are all animals.

VI.

Translate into English:

20 DER UNZUFRIEDENE BAUER.

Es war einmal ein Bauer mit Namen Hoppe. Der liebe Gott konnte es diesem Hoppe mit dem Wetter nie recht machen. Bald war es ihm zu trocken, bald regnete is zu viel.

Da sazte der liebe Gott endlich: "Im naechsten Jahre sollst du das Wetter selbst machen."

—So geschah es denn auch und Hoppe liesz nun abwechselnd regnen und die Sonne scheinen und das Getreide wuchs, dasz es eine Freude war, mannshoch.

Als es nun zur Ernte kam, waren alle Aehren taub; denn Hoppe hatte den wind vergessen. Denn der Wind musz doch wehen wenn das Getreide sich ordentlich besamen und Frucht tragen soll.

Seit der Zeit hat Hoppe nicht mehr ueber das Wetter gesprochen und ist zufrieden damit gewesen, wie es der liebe Gott gemacht hat.

STANDARD VIII.

ENGLISH LITERATURE (MILTON AND SPENSER).

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { G. FRED MCNALLY, B.A. / J. E. LOUCKS, B.A.

Values

4 **1.** (*a*) What was Spenser's general plan in the composition of the Faerie Queene?

3+2 (*b*) What was his specific purpose and where was it recorded?

15 **2.** Describe in detail the appearance of the Red Cross Knight, Una, and Archimago. Show the ways in which the details of each description illustrate the allegory.

12 **3.** Narrate the story of the Red Cross Knight's combat with the Dragon Error (Canto I) and of his combat with the Dragon Evil (Canto XI). Contrast the two episodes from the point of view of the allegory.

4. Explain the allegorical meaning of the following episodes:

10 (*a*) Una and the Lyon in the house of Corceca.

(*b*) The rescue of Una from Sansloy by the "salvage nation."

4 **5.** (*a*) Describe the verse form of the poem.

8 (*b*) Quote a passage from the Faerie Queene which appeals to you because of its poetic quality, and explain in what this quality consists.

6 (*c*) Indicate the scansion and rhyme scheme of any stanza quoted.

6. (*a*) Explain the references in the italicized lines:

6 . . . . . As when the beaten marinere
That long hath wand ed in the ocean wide,
Oft soust in swelling *Lethys saltish tears*,
And long time having tand his tawney hide
With blustring breath of heaven, that none can bide
And scorching flames of *fierce Orion's hound*,
Soone as the port from far he has espide,
His chearful whistle merrily doth sound,
And *Nereus crownes with cups: his*
Mates him p'edg around

8 (*b*) Explain the meaning of the italicized words:
He faire the knight saluted, *louting* low,
Who fair him *quited*, as that courteous was:
And after asked him, if he did know
Of straunge adventures, which *abroad did pas*.
Oh, my dear sonne (quoth he) how should, alas,
Silly old man, that lives in *hidden* cell,
Bidding his beads all day for his trespas
Tyd ngs of warre and wo ldly t ouble tell?
With holy father *sits* nor with such things to *mell*.

9+4 **7.** Write a brief sketch of the poem Comus and state why Sabrina is introduced.

Values.

12 **8.** In L'Allegro and Il Penseroso the "likings and tastes expressed by the type of character portrayed are meant to be contrasted. The one poem is the counter part of the other." Show this by reference to (*a*) the companions desired by each, (*b*) the pleasures of each during the different periods of the day.

10+4 **9.** Write explanatory notes on the words in italics in the following passages and give the connection in which each occurs:

(*a*) *Cynthia* checks her dragon yoke
Gently o'er the *accustomed oak*

(*b*) Yet some there be that by *due steps aspire*
To lay their just hands on *that golden key*
That opes the palace of eternity.

(*c*) Comes the blind Fury with the *abhorred shears*
And slits the *thin spun life*

(*d*) O foolishness of men! that lend their ears,
To those *budge doctors* of the *Stoic* fur,
And fetch their precepts from the *Cynic tub*,
Praising the *lean and sallow abstinence.*

8 **10.** Tell the story referred to in the selection:

"And yet more medic'nal is it than that Moly,
That Hermes once to wise Ulysses gave."

Or that referred to in these lines:

"But Beauty like the fair Hesperian tree
Laden with the blooming gold."

STANDARD VIII.

ENGLISH LITERATURE (SHAKESPEARE).

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { G. FRED MCNALLY, B.A. / J. E. LOUCKS, B.A.

Values

5 5 2 **1.** Narrate the story of Macbeth as found in history. Explain fully in what particulars Shakespeare has departed from the historical narrative and state the moral significance of the tragedy.

5 4 2 2 2 **2.** Summarize the traits of Macbeth's character. Is he more or less complex than Lady Macbeth? Give arguments and quotations in support of your answers. At what point in the play does Macbeth begin to act independently of Lady Macbeth? Why does he so act?

9 **3.** Explain clearly why Shakespeare introduces the "sleep-walking scene," "the porter's soliloquy" and "the knocking at the gate," into the Tragedy of Macbeth.

Values.

4 5 **4.** (*a*) Why does Malcolm disparage himself in his conversation with Macduff? Compare with Portia when she dispraises herself to Bassanio.

3 3 (*b*) What traits of character does Macduff exhibit in this interview? Was he justified in leaving his family? Give reasons for your answer.

3 4 2 **5.** What part, if any, has Banquo in determining the action of the play? Why does Macbeth wish to get rid of him? How does he supply the murderers with a motive for their deed?

6. Mention the speaker in each case and give the exact connection of each of the following quotations:

3 (*a*) "Come to my woman's breast,
And take my milk for gall, you murdering ministers,
Wherein your sightless substances
You wait on nature's mischief!"

. . . . . .

3 (*b*) "There is none but he
Whose being I do fear; and under him
My Genius is rebuked as it is said
Mark Antony's was by Caesar."

. . . . . .

3 (*c*) "for thy
Are wolfish, bloody, starv'd and ravenous."

3 (*d*) "With this strange virtue
He hath a heavenly gift of prophecy,
And sundry blessings hang about his throne
That speak him full of grace."

3 (*e*) "In my school days, when I had lost one shaft,
I shot his fellow of the self-same flight
The self-same way, with more advised watch,
To find the other forth; and by adventuring both,
I oft found both:"

3 (*f*) "A substitute shines brightly as a king,
Until a king be by"

7. "Why all the boys in Venice follow him,
Crying:—his stones, his daughter and his ducats:"

2 5 Who is speaking? What outstanding traits in the character of Shylock are here referred to? Complete the characterization.

6 6 **8.** Describe the "casket scene" and the "elopement scene" in the Merchant of Venice and show clearly how each of these scenes is made subservient to the main action of the play.

4 6 **9.** Quote Portia's speech beginning, "The quality of mercy." Follow step by step her defense of Antonio and show how the Jew's plea for mere justice reacted upon himself.

Values.

10. Interpret the following passages from Macbeth and the Merchant of Venice:

2 (*a*) "Siveno, the Norway's king craves composition."

2 (*b*) "this my hand will rather
The multitudinous seas incarnadine,"

2 (*c*) "Augures and understood relations have
By maggot-pies and choughs and rooks brought forth
The secret'st man of blood."

2 (*d*) "her sunny locks
Hang on her temples like a golden fleece;
Which make her seat of Belmont Colchos' strand,
Add many Jasons come in quest of her."

2 (*e*) I speak too long; but 'tis to peize the time,
To eke it, and to draw it out in length
To stay you from election.

2 (*f*) "And doth impeach the freedom of the state
If they deny him justice."

4 **11.** What is the role of Gratiano in the Merchant of Venice?
4 Give examples of his humor.

STANDARD VIII.

ESSAYS.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS { J. C. BUTCHART, B.A. / J. W. BROWN, B.A.

Note:—The candidates will write on ONE of the themes in "A" and on ONE in "B."

A

Values

35 **1.** The Character of Major Pendennis.

2. The Loss of Richard's Standard.

3. The Council of the Fallen Angels.

4. The Trial of Warren Hastings.

B

40 **1.** The Canadian Navy.

2. Education in Alberta.

3. The Western Outlet for Alberta's Products.

4. Reciprocity.

STANDARD VIII.

ENGLISH LANGUAGE AND HISTORY OF LITERATURE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { G. FRED MCNALLY, B.A. / J. E. LOUCKS, B.A.

Values

10 **1.** Outline the work done in prose writing in England previous to the time of Elizabeth.

5 **2.** (*a*) What are the chief characteristics of Anglo-Saxon poetry?

5 (*b*) Give an account of the life and work of Geoffrey Chaucer.

10 **3.** Show in some detail what steps had been taken in the development of the English drama previous to Shakespeare.

12 **4.** Indicate the place in literature and the influence of any six of the following: Milton, Richardson, Goldsmith, Addison, Bunyan, Jonson, Spenser, Geoffrey of Monmouth.

10 **5.** Comment on the early English dialects—Indicate the more marked differences between these. Account for the final predominance of the Midland.

8 **6.** What influences determined our present spelling of English words? Is the present spelling satisfactory? Explain. Could the present spelling be "reformed" or improved in any way that would be practicable?

10 **7.** Did the conquest of England by the Normans result in gain or loss to our language? Explain this fully.

6 **8.** (1) Of what general types of poetry are the following examples: (*a*) Parody; (*b*) The Ode; (*c*) The Folk-Song; (*d*) The Madrigal; (*e*) The Interlude; (*f*) The Idyll; (*g*) The Sonnet; (*h*) The Opera?

6 (2) Describe one of these examples fully.

8 **9.** Give in detail the general rules for the Drama.

10 **10.** Comment on: (*a*) The abuse of Metaphors; (*b*) The implied Simile; (*c*) The Play on Words; (*d*) Oxymoron; (*e*) Beginning Rime. Illustrate by examples.

STANDARD VIII.

HISTORY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { D. A. MCKERRICHER, B.A. / E. L. HILL, B.A.

Values

1. "The English Constitution is formed on the principle of choosing a single sovereign authority; the American on the principle of having many sovereign authorities."

6 (*a*) Establish the truth of this statement.

2 (*b*) What provisions of the English Constitution secure the supremacy of the single sovereign authority?

14 **2.** Contrast the constitutions of England and the United States as to:

(1) Manner of choosing the executive;
(2) Relation existing between executive and legislative branches of government;
(3) Ability of executive to get desired legislation passed;
(4) Getting rid of an undesirable executive;
(5) Provision for change in Constitution;
(6) Safeguards against hasty or ill-advised legislation;
(7) Degree of local autonomy afforded.

9 **3.** "There are three great periods in the English Constitution." Assign dates to these periods, and briefly characterize each.

9 **4.** Explain the following statements:

(*a*) "The elective principle in the House of Commons keeps it alive."
(*b*) "Dissolution is the principle that keeps parties together."
(*c*) "England is the type of deferential countries."

12 **5.** Sketch the course of geographical discovery and exploration by European peoples between 1450 and 1600. What were the chief incentives to, and results of these discoveries?

12 **6.** Write brief historical or explanatory notes on any *four* of the following:

(1) The New Learning; (2) Elizabethan Literature; (3) The Hundred Days; (4) The Holy Alliance; (5) The Eastern Question; (6) The Munroe Doctrine; (7) The Partition of Africa; (8) The Hague Tribunal.

9 **7.** Make out a case in support of Home Rule for Ireland, *or*, oppose the granting of Home Rule to Ireland. (A mere indication of the argument will be sufficient.)

10 **8.** Contrast the industrialism of the old craft-gild days with modern industrialism. Account as fully as you can for the changes that have taken place.

Values.

1 **9.** (*a*) Define the term "bullion."

5 (*b*) Account for the anxiety of English political economists respecting bullion.

4 (*c*) Distinguish "bullionists" and "mercantilists."

3 **10.** (*a*) Explain Ricardo's Theory of Rent.

4 (*b*) Distinguish extensive and intensive farming, subsistence and capitalistic farming.

STANDARD VIII.

TRIGONOMETRY.

TIME—THREE HOURS. EXAMINERS { J. A. SMITH, B.A. / J. A. FIFE, B.A.

Values

4 **1.** (*a*) Show how the logarithmic laws are derived from the laws of indices.

8 (*b*) Find the value of

$$\frac{(.25)^{-5} \times \sqrt[3]{.072}}{(527.58)^{10}}$$

given log. 2 = .30103, log. 3 = .47712, log. 977 = 2.98989, log. 24918 = 4.40661.

3 **2.** (*a*) Explain the difference between the trigonometrical and the geometrical angle.

6 (*b*) "Between three quantities only two independent ratios exist. Four other ratios may be written but their values clearly depend upon the values of the first two." Apply this statement to the six trigonometrical ratios of an angle which are formed from only three straight lines.

7 **3.** (*a*) Prove (i)

$$\text{Cot}^2 A\left(\frac{\text{Sec } A-1}{1+\text{Sin } A}\right)+\text{Sec}^2 A\left(\frac{\text{Sin } A-1}{1+\text{Sec } A}\right)=0$$

(ii)

$$(\text{Sin } A+\text{Cos } A)^3+(\text{Sin } A-\text{Cos } A)^3=2 \text{ Sin } A\ (3-2 \text{ Sin}^2 A)$$

(*b*) In any triangle right-angled at C, show that $a^2 \tan B = b^2 \tan A$ = twice the area of the triangle.

4. Assuming the fundamental formulas, deduce the following:

5 (i) $\text{Cos } x+1 = 2 \text{ Cos}^2 \frac{x}{2}$

6 (ii) $\text{Cos } x+\text{Cos } y=2 \text{ Cos } \frac{1}{2}(x+y).\ \text{Cos } \frac{1}{2}(x-y)$

Values.

7 (iii) $$\frac{a-b}{a+b} = \frac{\tan \frac{1}{2}(A-B)}{\tan \frac{1}{2}(A+B)}$$

8 **5.** Show how to solve the triangle when a, b, A are given, and discuss the ambiguity in full.

8 **6.** (*a*) In any triangle where R = radius of the circumscribed circle, and S = area of the triangle, prove:

$$R = \frac{a}{2 \text{ Sin } A} = \frac{b}{2 \text{ Sin } B} = \frac{c}{2 \text{ Sin } C} = \frac{abc}{4S}$$

6 (*b*) Show that the product of the perpendicular from the angles of a triangle on the opposite side is $\frac{a^2b^2c^2}{8R^3}$

6 **7.** (*a*) Define the unit of circular measure, and prove that it is an invariable angle.

5 (*b*) In what time will the extremity of the minute hand of a clock move a distance equal to its own length?

8 **8.** (*a*) Find the general expression for all angles which have the same sine.

7 (*b*) Find a general expression for A which will satisfy the equation 2 Sin A + 5 Cos A = 2.

9 **9.** The angular elevation of the top of a steeple at a place due south of it is 30°, at a place due west of it the elevation is 15°. The distance between the stations is a feet. Show that the height of the steeple is

$$\frac{a}{\sqrt{10+4\sqrt{3}}} \text{ feet.}$$

9 **10.** At a distance of a and b feet from the foot of a tower on a horizontal plane the angles of elevation are complementary. Show that the height of the tower is $\sqrt{ab}$ feet.

STANDARD VIII.

PHYSICAL SCIENCE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { E. L. HILL, B.A. / J. F. BOYCE, B.A.

Values.

10 **1.** Discuss the velocity of sound in various media and under different conditions.

Values.

10 **2.** Write notes on: Beats, sympathetic vibrations, refraction of sound, interference of sound waves, vibration of air in tubes.

2 **3.** (*a*) What is a musical scale?

5 (*b*) Write the vibration ratios and intervals of the diatonic scale.

4 (*c*) State advantages and disadvantages of the diatonic scale.

2 (*d*) Account for the efficiency of the violin as a musical instrument.

2 **4.** (*a*) State the law for the position of the image of a point formed by a plane mirror.

8 (*b*) Using this law, draw a diagram to show the position of the images formed when the point is between two mirrors inclined to each other at an angle of forty-five degrees.

4 (*c*) Account for the multiple images formed in a thick mirror.

6 **5.** (*a*) Draw a diagram to show the use of a reflector. Illustrate the difference in effect produced by altering the distance between the reflector and the lamp.

6 (*b*) Explain what is meant by spherical aberration and chromatic aberration.

8 **6.** (*a*) Construct the refracted ray when the index of refraction is $\frac{3}{2}$ Give proof of its position.

6 (*b*) Account for: (i) the colors of a soap-bubble, (ii) the color produced when blue paint and yellow paint are mixed.

2 **7.** (*a*) State Lenz's Law.

9 (*b*) Describe experiments, one in each case, to illustrate: (i) magnetic induction, (ii) current induction, (iii) self-induction.

3 (*c*) Generally, the faster a working motor runs the smaller the amount of current passing through its armature. Explain.

8 **8.** (*a*) Describe the construction and action of the long-distance transmitter

8 (*b*) Describe the essential features of the wireless telegraph.

6 **9.** (*a*) Describe in detail an instance of the practical application of the chemical effect of the electric current.

5 (*b*) Describe the construction of a "dry cell."

2 (*c*) Under what conditions will a small cell give practically the same amount of current as a large one of the same type?

Values.

10. Two pieces of wire having resistance of eight and twelve ohms respectively, are joined in parallel to connect the terminals of a battery having an E.M.F. of one volt and an internal resistance of two ohms.

5 (*a*) What amount of current flows through the circuit?

4 (*b*) How much through each wire?

STANDARD VIII.

CHEMISTRY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { E. L. HILL, B.A. / J. F. BOYCE, B.A.

Values.

1 **1.** (*a*) Tabulate the methods of preparing hydrogen.

6 (*b*) Describe a good method of preparing hydrogen for laboratory use. Make a drawing of the apparatus used and write the equation representing the reaction.

4 (*c*) Give the physical and chemical properties of hydrogen.

6 **2.** (*a*) Show the bearing of "the indestructibility of matter," "the laws of proportion" and "the combining weights of elements" on the atomic theory.

6 (*b*) Explain how the specific heat of elements in the solid form is used as a means of determining their atomic weights.

6 (*c*) Point out in general terms the relation between atomic weights of the elements and their properties as illustrated in Mendele'eff's Table.

6 **3.** (*a*) Describe in detail an experiment illustrating the quantitative synthesis of water.

9 (*b*) Write concise notes on (i) the occurrence of water in nature in forms or conditions in which it is not easily recognizable, (ii) water as a solvent, (iii) the action of soap on hard waters.

9 **4.** Give an account of the occurrence, metallurgy and properties of gold.

16 **5.** Compare the members of the chlorine group under the headings: Commercial production, physical properties, chemical activity and stability of compounds, uses.

6 **6.** (*a*) Give the reasons for be'ieving that the nitrogen and the oxygen of the air are not chemically combined with each other but simply mixed together

4 (*b*) Show how the chemical compounds of nitrogen and oxygen illustrate the law of multiple proportion.

Values.

12 **7.** (*a*) Outline the preparation, properties and uses of (i) nitrous oxide (laughing gas, N^2O), (ii) ammonia

5 (*b*) Write a concise note on the variety and the nature of explosives.

6 **8.** (*a*) Give an account of the chemistry of carbon monoxide.

6 (*b*) Illustrating your answer by a diagram, write an explanatory note on the structure of flame. What is the cause of luminosity in a candle flame?

5 (*c*) Using diagrams, show how to manipulate the blowpipe to produce (i) an oxidizing, (ii) a reducing flame. What practical use is made of the blowpipe?

12 **9.** Write concise explanatory notes on: Alloys, plaster for house walls, the rising of bread, manufacture of porcelain, mass action, critical points of temperature and pressure.

STANDARD VIII.

ALGEBRA.

TIME—THREE HOURS. EXAMINERS { J. A. SMITH, B.A. / J. A. FIFE, B.A.

Values.

6 **1.** (*a*) If x^2+px+q and x^2+rx+s have a common factor, linear in x, show that $(q-s)^2-p(q-s)(p-r)+q(p-r)^2=0$

7 (*b*) If $$\frac{a}{x^2-yz}=\frac{b}{y^2-xz}=\frac{c}{z^2-xy},$$

prove $ax+by+cz=(a+b+c)(x+y+z)$

7 **2.** (*a*) Show that

$$\left(\frac{2-\sqrt{3}}{2}\right)^{-\frac{3}{2}}-\left(\frac{2+\sqrt{3}}{2}\right)^{\frac{3}{2}}=7\left(\frac{\sqrt{3}+1}{2}\right)^{3}$$

(*b*) Solve the following equations:

6 (i) $3x^{\frac{3}{2}}-4x^{\frac{3}{4}}=7$

6 (ii) $x^6=1$

6 **3.** An article is sold at a loss of as much per cent. as it cost in dollars. Show that it cannot be sold for more than $25.

Values.

7 **4.** (*a*) Find an expression for the sum of any number of terms in Arithmetic Progression.

9 (*b*) If S_1, S_2, S_3, ... S_p are the sums of n terms of Arithmetic series whose first terms are 1, 2, 3, 4, ... and whose common differences are 1, 3, 5, 7, ... , show that $S_1 + S_2 + S_3 + \ldots\ldots + S_p$

$$= \frac{np}{2}\left(np + 1\right)$$

5 **5.** (*a*) Prove that the geometric mean of any two positive quantities is the geometric mean of the arithmetic and harmonic means of the same quantities.

9 (*b*) On the ground lie n stones at intervals of 1 yard, 3 yards, 5 yards, 7 yards, etc. How far will a person at the first stone have to travel to go and bring them one by one to the first stone?

7 **6.** (*a*) Find the number of combinations of n different things r at a time.

7 (*b*) Find the number of permutations of n things taken all together, when the things are not all different, p being of one kind, q of another kind, r of another kind, and the rest all different.

6 (*c*) How many different permutations can be made out of the letters of the word "assassination," taken all together?

8 **7.** From 4 officers and 8 privates, in how many ways can 6 be chosen (1) to include exactly one officer, (2) to include at least one officer?

9 **8.** (*a*) Prove the Binomial Theorem for a positive integral exponent.

7 (*b*) In the expansion of $(1+x)^n$ show that the sum of the coefficients is 2^n.

8 **9.** Find the coefficient of x^2 in the expansion of

$$\left(\frac{1+x}{1-x}\right)^2$$

5 **10.** Change 3152 from the scale of 9 to the scale of 12.

STANDARD VIII.

GEOMETRY.

TIME—THREE HOURS. EXAMINERS { J. A. FIFE, B.A. / J. A. SMITH, B.A.

NOTE.—Particular enunciations and authorities are required.

Values.

8 **1.** If a straight line fall on two parallel straight lines, then it shall make the alternate angles equal to one another, and the exterior angle equal to the interior opposite angle on the same side; and also the two interior angles on the same side together equal to two right angles. 29—I.

8 **2.** Prove that the straight line joining the middle points of the sides of a triangle is parallel to the base and equal to one half of it.

8 **3.** If a straight line be bisected and produced to any point, the sum of the squares on the whole line thus produced and on the part produced is twice the sum of the squares on half the line bisected and on the line made up of the half and the part produced. 10—II.

8 **4.** If a straight line be divided in medial section as in 11—II, show that the rectangle contained by the sum and difference of the segments is equal to the rectangle contained by the segments.

8 **5.** If from a point within a circle more than two equal straight lines can be drawn to the circumference, that point is the centre of the circle. 9—III.

7 **6.** Describe a circle to pass through a given point and touch a given circle at a given point.

7 **7.** In the diameter of a circle produced, determine a point such that the two tangents drawn from it may contain a given angle.

8 **8.** If from a point without a circle, two straight lines be drawn, one of which is a tangent to the circle and the other cuts it, then the rectangle contained by the whole line which cuts the circle and the part of it without the circle shall be equal to the square on the tangent. 36—III.

7 **9.** ABC is a triangle right-angled at C, and from any point P in AC, a perpendicular PQ is drawn to the hypothenuse; show that the rectangle $AC\ AP$ is equal to the rectangle $AB \cdot AQ$.

8 **10.** ABC is a given triangle, draw the escribed circle which shall touch AB and AC produced and BC.

Values.

8 **11.** To inscribe a regular pentagon in a given circle. 11—IV.

8 **12.** *ABC* is an isosceles triangle in which each of the angles at *B* and *C* is double of the angle at *A*; show that the square on *AB* is equal to the rectangle *AB BC* and the square on *BC*.

8 **13.** If the vertical angle of a triangle be bisected by a straight line which cuts the base, the segments of the base shall have to one another, the same ratio as the remaining sides of the triangle. 3—VI.

8 **14.** State and prove the converse of the theorem in number 13.

8 **15.** If the line bisecting the vertical angle of a triangle is divided into parts which are to one another as the base is to the sum, of the sides, the point of division is the centre of the inscribed circle.

8 **16.** *ABC* and *DEF* are two circles in which the angle *BAC*, formed by the chords *BA* and *AC*, is supplementary to the angle *EDF* formed by the chords *ED* and *DF*; prove that the circle *ABC* is equal to the circle *EDF*.

STANDARD VIII.

LATIN AUTHORS.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { D. A. MCKERRICHER, B.A. / E. W. COFFIN, PH.D

Values.

15 **1.** (*a*) Translate:

Si te parentes timerent atque odissent tui neque eos ulla ratione placare posses, ut opinor, ab eorum oculis aliquo concederes: nunc te patria, quae communis est parens omnium *nostrum*, odit ac metuit et iam diu nihil te iudicat nisi de parricidio suo cogitare: huius tu neque auctoritatem *verebere* nec iudicium sequere nec vim pertimesces? Quae tecum, Catilina, sic agit, et quodam modo tacita loquitur: 'Nullum iam aliquot annis facinus exstitit, nisi per te, nullum flagitium sine te; *tibi uni* multorum civium neces, tibi vexatio direptioque sociorum impunita fuit ac libera; tu non solum ad neglegendas leges ac quaestiones, verum etiam ad evertendas *perfringendasque* valuisti. Superiora illa, quamquam ferenda non fuerunt, tamen, ut potui, tuli: nunc vero me totam esse in metu propter unum te, quidquid increpuerit, Catilinam timeri, nullum *videri* contra me consilium iniri posse, quod a tuo scelere *abhorreat*, non est ferendum. Quam ob rem discede atque hunc mihi timorem eripe; si est verus, ne opprimar, sin falsus, ut tandem aliquando timere desinam.'

Values.

8 (*b*) What kind of conditional sentence is found at the beginning of the above extract? Change to forms expressing (i) probability in the present, (ii) supposition in the past.

6 (*c*) Account for the forms: nostrum, verebere, tibi uni, perfringendas, videri, abhorreat.

(*d*) Translate the following passages and comment on peculiarities in construction:

3 1. Videant consules ne quid res publica detrimenti capeat.

2 2. Novis rebus studere.

2 3. An leges, quae de civium Romanorum supplicio rogatae sunt?

10 **2.** (*a*) Translate:

Quae cum ita sint, Quirites, vos, quem ad modum iam antea dixi, vestra tecta vigiliis custodiisque defendite; *mihi*, ut urbi sine vestro motu ac sine ullo tumultu satis esset *praesidii*, consultum atque provisum est. Coloni omnes municipesque vestri, certiores a me *facti* de hac nocturna excursione Catilinae, facile urbes suas finesque defendent; gladiatores, quam sibi ille manum certissimam fore putavit, quamquam *animo meliore* sunt quam pars patriciorum, potestate tamen nostra continebuntur. Q. Metellus, quem ego hoc prospiciens in agrum Gallicum Picenumque praemisi, aut opprimet hominem aut eius omnes motus conatusque prohibebit. Reliquis autem de rebus constituendis, maturandis, agendis iam ad sena tum referemus, quem vocari videtis.

5 (*b*) Account for the following forms: mihi, praesidii, facti, fore, animo, meliore.

6 (*c*) What was the exact occasion and purpose of this second oration against Catiline? Give a brief outline of it.

10 **3.** (*a*) Translate:

O fons Bandusiae, splendidior vitro,
dulci *digne* mero son sine floribus,
cras donaberis *haedo*,
cui frons turgida cornibus

primis et Venerem et proelia destinat;
frustra: nam gelidos inficiet tibi
rubro sanguine rivos
lascivi suboles gregis.

te flagrantis atrox hora Caniculae
nesc t tangere, tu frigus amabile
fessis *vomere* tauris
praebes et pecori vago.

fies nobilium tu quoque fontium,
me *dicente* cavis impositam ilicem
saxis, unde loquaces
lymphae desiliunt tuae.

Values.

6 (*b*) What are Horace's favorite themes in his Odes? Tell what you have gathered, from the Odes you have read, of Horace's private life and tastes.

4 (*c*) Parse: digne, haedo, vomere, dicente.

12 **4.** (*a*) Translate:

CAELO supinas si tuleris monus
Nascente Luna, rustica Phidyle,
Si thure placaris te horna
Fruge Lares avidaque porca,

Nec pestilentem sentiet Africum
Fecunda vitis nec sterilem seges
Robiginem aut dulces alumni
Pomifero grave tempus anno.

Nam quae nivali pascitur Algido
Devota quercus inter et ilices
Aut crescit Albanis in herbis
Victima pontificum secures

Cervice tinget: te nihil attinet
Tentare multa caede bidentium
Parvos coronantem marino
Rore Deos fragilique myrto.

Immunis aram si tetigit manus,
Non sumptuosa blandior hostia
Mollivit aversos Penates
Farre pio et saliente mica.

4 (*b*) Explain the case-relations of caelo, alumni, coronantem, caede.

7 (*c*) Name the metre, and scan the first four lines.

STANDARD VIII.

LATIN GRAMMAR AND PROSE COMPOSITION.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { E. W. COFFIN, PH.D. / D. A. MCKERRICHER, B.A.

Values.

9 **1.** Decline together: aequor asperum, senex prudens, quidam dies.

5 **2.** Give the meaning, in sing. and plur. of: finis, auxilium, copia, gratia, impedimentum.

7 **3.** (*a*) Outline the rules for comparison of adjectives, with examples of each class.

5 (*b*) Give the other degree-forms of: felix, multus, summus, vetus, ultimus.

Values.

5 **4.** Name the demonstrative pronouns. Exemplify in sentences the uses of each.

8 **5.** Write in full the present subjunctive of conor and malo, and the future indicative of capio and juvo.

8 **6.** Write in full the perfect indicative, active and passive, of: jubeo and claudo.

8 **7.** Write the meaning and the principal parts of four of the compounds of fero.

8. Translate:

5 (*a*) All the world believed that Pompey was the only man who could bring the war to an end.

5 (*b*) The army was led by Hannibal across many broad rivers and lofty mountains into the territory of the enemy.

5 (*c*) The things I treated lightly in my boyhood, I value highly in my old age.

5 (*d*) We ourselves are the same as we have ever been; it is you that have changed.

5 (*e*) In order not to be compelled to join the enemies of his country, he went into exile of his own accord.

20 **9.** Translate:

Eodem fere tempore Caesar, etsi prope exacta jam aestas erat, tamen, quod, omni Gallia pacata, Morini Menapiique supererant, qui in armis essent neque ad eum unquam legatos de pace misissent, arbitratus id bellum celeriter confici posse, eo exercitum adduxit: qui longe alia ratione, ac reliqui Galli, bellum agere instituerunt. Nam quod intelligebant maximas nationes, quae proelio contendissent, pulsas superatas esse, continentesque silvas ac paludes habebant, eo se suaque omnia contulerunt. Ad quarum initium silvarum quum Caesar pervenisset, castra que munire instituisset, neque hostis interim visus esset, dispersis in opere nostris, subito ex omnibus partibus silvae evolaverunt et in nostros impetum fecerunt. Nostri celeriter arma ceperunt, eosque in silvas repulerunt, et, compluribus interfectis, longius impeditoribus locis secuti paucos ex suis deperdiderunt.

STANDARD VIII.

FRENCH AUTHORS.

TIME—TWO AND ONE-HALF HOURS. EXAMINER, W.A. R. KERR, M.A.,PH.D.

I.

Values.

17 Translate into English:

"Voilà la guerre, Fritzel! Regarde, et souvienstoi . . . Oui, voilà la guerre: la mort et la destruction, la fureur et la haine, l'oubli de tous sentiments humains. Quand le Seigneur nous frappe de ses malédictions, quand il nous envoie la peste et la famine, au moins ce sont des fléaux inévitables décrétés par sa sagesse, mais ici c'est l'homme luimême qui décrète la misère contre ses semblables et c'est lui qui porte auloin ses ravages sans pitié.

Hier, nous étions en paix, nous ne demandions rien à personne, nous n'avions pas fait de mal, et tout à coup des hommes étrangers sont venus nous frapper, nous ruiner et nous détruire. Ah! qu'ils soient maudits, ceux qui provoquent de tels malheurs par esprit d'ambition: qu'ils soient l'exécration des siècles!

Fritzel, souviens-toi de cela; c'est tout ce qu'il y a de plus abominable sur la terre. Des hommes qui ne se connaissent pas, qui ne se sont jamais vues, et tout à coup se précipitent les uns sur le autres pour se déchirer! Cela seul devrait nous faire croire en Dieu, car il faut un vengeur de telles iniquités."

1. Translate into French:

2 (*a*) Do you remember the war?

2 (*b*) He asked nothing of me.

2 (*c*) May his name be accursed!

2 (*d*) There is nothing more beautiful in the world.

2 (*e*) I ought to have believed in you.

3 2. Who is the speaker of the foregoing passage, and what part does he play in Madame Thérèse?

II.

10 Translate into English:

Que d'idées me passaient alors par la tête! Tantôt je songeais au soldat mort dans la grange de Réebock, au coq noir de la lucarne; tantôt au père Schmitt faisant faire l'exercise à Scipio; puis à l'Altenberg, à la descente de notre traîneau. Tout cela me revenait comme un rêve; les sifflements plaintifs du feu me paraissaient être la musique de ces souvenirs, et je sentais très doucement mes yeux se fermer.

9 1. Relate concisely the three episodes alluded to in the sentence: "Tantôt je songeais . . notre traîneau."

2 2. Comment on any peculiarity in the spelling of the word *songeais.*

7

Values.

6 3. Translate into French:

(*a*) Think of me.
(*b*) He is going to have his horse sold.
(*c*) We saw you coming.

III.

16 Translate into English:

"Ecoutez, mes amis, dit-elle, si le monde était semé de roses, et si l'on ne trouvait partout que des gens de cœur pour célébrer la justice et le bon droit, quel mérite aurait-on à soutenir ces principes? Franchement cela ne vaudrait pas la peine de vivre! Nous avons de la chance d'arriver dans un temps ou l'on fait de grandes choses, ou l'on combat pour la liberté; du moins on par era de nous, et encore notre existence n'aura pas été inutile: toutes nos misères, toutes nos souffrances, tout notre sang répandu formeront un sublime spectacle pour les générations futures; tous les gueux frémiront en pensant qu'ils auraient pu nous recontrer et que nous les aurions balayés, et toutes les grandes âmes regretteront de n'avoir pu prendre part à nos travaux. Voilà le fond des choses. Ne me plaignez donc pas; je suis fière et je suis heureuse de souffrir pour la France qui représente dans le monde la la liberté, la justice et le droit.—Vous nous croyez peut-être battus? C'est une erreur: nous avons reculé d'un pas hier, nous en ferons vingt en avant demain. Et si par malheur la France ne représente plus un jour cette grande cause que nous défendons, d'autres peuples prendront notre place et poursuivront notre ouvrage, car la justice et la liberté sont immortelles, et tous les despotes du monde ne parviendront jamais à les détruire."

10 1. Write out the 3rd sing. of the present and future indicative and of the past definite of the following verbs in the foregoing: vaudrait, vivre, fait, pu, prendre, plaignez, souffrir, croyez, parviendront, détruire.

4 2. Translate into French:

(*a*) You are lucky to live now.
(*b*) We might have come.
(*c*) Do not complain.
(*d*) Napoleon succeeded in destroying the liberties of France.

2 3. Who is the speaker in this extract, and under what circumstances are the words used?

2 4. *Si l'on ne trouvait:* account for the presence of the article before the word *on.*

IV.

4 1. Write a note on the authorship of Madame Thérèse.

4 2. Point out anything in Madame Thérèse which would serve to explain the hostility of the government of Napoleon III to the circulation of such a book.

STANDARD VIII.

FRENCH GRAMMAR, COMPOSITION AND SIGHT TRANSLATION.

TIME—TWO AND ONE-HALF HOURS. EXAMINER, W. A. R. KERR, M.A.,PH.D.

I.

Values.

14 Write the feminine forms of the following:—Empereur, roi, gouverneur, professeur, sec, cheval, abbé, garçon, ancien, chanteur, président, ambassadeur, héros, monsieur.

II.

Translate into French:

3 **1.** How long had you been living in Alberta when we arrived there?

3 **2.** It is almost two hundred miles from Edmonton to Calgary, and the journey takes seven hours and a half.

3 **3.** The coronation (couronnement, m) of King George the Fifth is to take place on the twenty-second of June, nineteen hundred and eleven.

3 **4.** My sister is having a coat made at a dressmaker's in Eighth Avenue.

3 **5.** My friend, whose trunk has been stolen, has complained about it to the police.

3 **6.** If you had not gone away, it is very likely you might have been injured.

3 **7.** I was very angry at him, but all the same could not help laughing.

3 **8.** The window through which the rain is coming looks out on the river.

3 **9.** You ought to have posted the book, which must now be lying in your room.

3 **10.** My watch is a silver one, my father's is gold.

3 **11.** Your friend does not need any money to-day; don't give it to him now; give it to him to-morrow.

3 **12.** Although I cannot be there, I wish you to come to my house at two o'clock precisely.

III.

Values.

25 Translate into French:

A poor slave had escaped from his master, but was recaptured and condemned to death. He was taken to a great arena and a savage lion was let loose.

The beast sprang snarling at the man, but on approaching him suddenly stopped, wagged his tail, and licked the slave's hand. When people asked the explanation the slave replied: "When I escaped from my master I hid in a cave in the desert. This lion came whining to me one day, holding out his foot in which a thorn was sticking. Hurting him as little as possible, I pulled the thorn out. From that time on the lion brought me food every day, and we lived peacefully together. Then one morning hunters came on the scene. My friend and I were separated and both captured. But as you see the grateful brute has not forgotten all that happened."

Needless to say the slave was liberated, and until it died, the lion, like a pet dog, followed his master wherever he went.

IV.

26 Translate into English:

La Génisse, la Chèvre, et leur soeur la Brebis,
Avec un fier Lion, seigneur du voisinage,
Firent société, dit-on, au temps jadis,
Et mirent en commun le gain et le dommage.
Dans les lacs de la Chèvre un cerf se trouva pris.
Vers ses associés aussitôt elle envoie.
Eux venus, le Lion par ses ongles compta,
Et dit: "Nous sommes quatre à partager la proie."
Puis en autant de parts le cerf il dépeça;
Prit pour lui la première en qualité de Sire:
"Elle doit être à moi, dit-il; et la raison,
C'est que je m' appelle Lion:
A cela l'on n'a rien à dire.
La seconde, par droit, me doit échoir encor:
Ce droit, vous le savez, c'est le droit du plus fort.
Comme le plus vaillant, je prétends la troisième.
Si quelqu'une de vous touche à la quatrième,
Je l'étranglerai tout d' abord."

—*La Fontaine.*

STANDARD VIII.

GERMAN AUTHORS.

TIME—TWO AND ONE-HALF HOURS. EXAMINER, W. A. R. KERR, M.A.,PH.D.

I.

Values.

18 Translate into English:

"Willst du vor de Drude Ruhe haben, so muszt du vor dem Schlafengehen das Schleusselloch deiner Kammertuer verstopfen, denn die Drude kommt durchs Schluesselloch und musz wieder auf demselben Weg hinaus. Ist sie, wenn du die Tuer verstopfst, noch auszerhalb, so musz sie drauszen bleiben, ist sie aber schon in der Kammer, so wird sie sichtbar. Ich weisz von Einem, der hat ein seltsames Abenteuer mit der Drude gehabt, und die Geschichte ist wahr, denn sie ist gedruckt worden. Dieser hat, weil ihn die Drude haeufig geplagt, das Schluesselloch verstopft und sie wirklich gefangen. Sie war aber gestaltet wie eine schoene Jungfer, und sie sind besisammen geblieben und haben lange Zeit frohgemut mit einander gehaust."

3 1. Who is the speaker in the foregoing and from what story is the extract taken?

2 2. Explain the identity of *die Drude* in this tale.

6 3. Translate into German:

(*a*) I wish you would give me peace.
(*b*) Whatever is printed is true.
(*c*) How long have you lived together?

II.

18 Translate into English:

Dasz der Graf am folgenden Morgen der kanzleiraetlichen Familie einen Besuch abstattete, war in der Ordnung, dasz er aber diesen Besuch zwei Tage darauf wiederholte und dasz die Kanzleiraetin ihn fuer den naechsten Sonntag zu Tisch lud, war ueberfluessig. So urteilten wenigstens Frau Eckart und ihr Sohn. Letzterer wurde zwar nach wie vor mit groszer Zuvorkommenheit von seiten der Kanzleiraetin und mit einem herzlichen Grusz von seiten seiner Schoenen empfangen, aber der ungarische Graf, der sich allmaehlich die Stellung eines Hausfreundes erobert hatte, war ihm doch hoechst unbequem. Traf er, was haeufig geschah, mit jenem zusammen, so grueszten sich die beiden Herren mit gemessener Hoeflichkeit, dann bemaechtigte sich der Graf sofort des Gespraechs, ohne von der Anwesenheit des Doktors weiter Notiz zu nehmen. Machte dieser den Versuch, der Unterhaltung eine andere Wendung zu geben, um auf jene Gegenstaende zurueckzukommen, fuer welche die Damen frueher so groszes Interesse an den Tag gelegt hatten so schwieg der Graf und spielte mit seiner Uhrkette.

Values.

3 1. *Das er . . . . . wiederhote:* What is the distinction in the meaning between *wiederholen* when stressed on the prefix and when stressed on the stem? Mention one other verb showing the same peculiarity.

2 2. *Der sich . . . . . erobert hatte:* Comment on any peculiarity in the form *erobert.*

10 3. Write out, indicating the auxiliary, the principal parts of the following verbs occurring in the preceding extract: Abstattete, urteilten, empfangen, traf, geschah, nehmen, geben, zurueckzukommen, gelegt, schwieg.

4 4. Relate succinctly the episode in which *der ungarische Graf* becomes acquainted with the *die Kanzleiraetin* and her family.

2 5. Give at least two examples from *Der Schwiegersohn* of Baumbach's humour

III.

Stern (grueszt fluechtig, stellt seinen Hut auf einen Stuhl am Kamin und geht sogleich zum Fenster).—Entschuldigen die Herrschaften guetigst—

General.—O! bitte sehr

Stern.—Stoeren Sie sich gar nicht. (Er hebt die Fenstervorhaenge auf beiden Seiten auf, sieht auf dem Erdboden darunter nach, abenso auf den Stuehlen, geht weiter an den Fluegel, hebt die auf demselben liegenden Noten auf, wirft dabei ein Glas um, desichtigt eine Konsole, auf welcher ein Gypsfigur steht und greift mit dem Arm hinter den Fluegel.)

General (ihm verwundert zuschauend).—Aber was suchen Sie denn eigentlich, Herr Professor?

Stern.—Ah, es musz sich ja finden. (Er sucht weiter.)

Generalin.—Man koennte das Maedchen rufen.

General.—Unerhoert. Nun platzt mir bald die Geduld.

Generalin.—Ruhig, Alter ruhig.

3 1. What is it that Stern is looking for and in what way is the episode characteristic of him?

2 2. Write a note on the author of the comedy from which the extract is taken.

IV.

12 Translate into English:

Baumann.—So, so, du liebst den Ernst Deines Manne . —(halblaut) den Mann aber doch auch noch?

Caecilie.—Versteht sich.—(Drollig.) Ach, Onkelchen, du glaubst gar nicht, wie ich meimen Mann liebe; ich sage dir, meine Liebe waechst mit jedem Tage, ja, ich moechte fast sagen, mit jeder Stunde.—Ach, ueber die Freude, dich hier zu sehen, habe ich gottlose Person ganz vergessen zu fragen, was mein herziges Muetterchen macht.

2 1. What are the name and profession of Caecilie's betrothed?

2. Describe the role of Baumann.

STANDARD VIII.

GERMAN GRAMMAR, COMPOSITION AND SIGHT TRANSLATION.

EXAMINER: W. A. R. KERR, M.A., PH.D.

I.

Values.

16 Write the plural of the following words:—Gemaelde, Graf, Kaese, Dach, Nachbar, Kraut, Leib, Sumpf, Blatt, Soldat, Gott, Koenigin, Boesewicht, Wort, Mutter, Kind.

II.

Translate into German:

2 1. He ought to have come.

2 2. You may go now.

2 3. Has he been permitted to meet you?

2 4. You should have written the letter.

2 5. He must do what he is told.

III.

Translate into German:

3 1. Singing an old song the two little girls had set out through the fields to the city.

3 2. As the ship came into the harbour the weather began to grow gradually calmer.

3 3. We expect to leave Munich for Paris at twenty minutes past nine this evening.

3 4. The letter was written by me and will be copied at once and sent off.

3 5. All my relatives live in Germany, but for the last five years I have been residing in Canada.

3 6. Canada is very much larger than Germany, but has only about one-eighth of that country's population.

3 7. After we had come in, Mr. Schmidt went out of the school and disappeared.

3 8. Our teacher insisted on our writing a German exercise every day.

3 9. During the winter of eighteen hundred and seventy and seventy-one the German armies continuously bombarded the city of Paris.

2 10. My sister's watch is very pretty, while mine is only a poor silver one.

IV.

24 Translate into German:

HEINE'S SISTER.

Old Frau von Embden, Heinrich Heine's sister, used to live in Hamburg. Many people, distinguished and insignificant, would come to visit her. One and all they wished to talk with her about her famous brother.

Values.

The old lady at last grew tired of always going over the same old stories. Her front door was therefore but seldom opened to guests.

One morning the following conversation was overheard at her door: First the shrill sound of the bell, then profound silence. Once more the bell, this time shriller and louder.

Finally, after long waiting, came the sharp voice of the old lady from within the house:

"Is that the milkman?"

"No."

"The butcher?"

"No."

"Who is it then?"

"The Empress of Austria."

V.

20 Translate into English:

Seine Ergiehung hatte er vollendet, und was die Heide geben konnte, das hatte sie gegeben; der reife Geist schmachtete nun nach seinem Brote, dem Wissen, und das Herz nach seinem Weine, der Liebe. Sein Auge ging ueber die fernen Duststreifen des Moores, und noch weiter hinaus; als muesse dort drauszen etwas sein was ihm fehle, und als muesse er eines Tages seine Lenden guerten, den Stab nehmen, und weit, weit von seiner Herde gehen.

Die Wiese, die Blumen, das Feld und seine Aehren, der Wald und seine unschuldigen Tiershen sind die ersten und natuerlichsten Gespielen und Erzieher des Kinderherzens. Ueberlasz den kleinen Engel nur seinem eigenen innern Gotte, und halte blosz die Daemonen ferne, und er wird sich wunderbar erziehen und vorbereiten. Dann wenn das fruchtbare Herz hungert nach Wissen und Gefuehlen, dann schliesz ihm die Groesze der Welt, des Merschen und Gottes auf.

—*Adelbert Stifter.*

PROFESSIONAL EXAMINATIONS, APRIL, 1911.

FIRST CLASS.

READING AND LITERATURE.

1. Discuss (*a*) the meaning, (*b*) the functions, of Literature, in relation to the school child.

2. Give the gist of Laurie's views on the moral training afforded by a study of Literature. Comment so far as you think necessary.

3. What kinds of Literature do you consider best for Standards II and III? Suggest some material.

4. Discuss fully (*a*) reading aloud, (*b*) critical analysis, (*c*) memorizing, as measures in teaching school Literature.

5. State and explain the steps Laurie suggests in the teaching of a lesson in Literature. Comment, if necessary.

6. Apply the suggestions called for in question 5 to a lesson on the following passages:

(*a*) O Solitude! if I must with thee dwell,
Let it not be among the jumbled heap
Of murky buildings; climb with me to the steep,—
Nature's observatory—whence the dell,
Its flowery slopes, its rivers' crystal swell,
May seem a span; let me thy vigils keep
'Mongst boughs pavillioned, where the deer's swift leap
Startles the wild-bee from the fox-glove bell.
But, though I'll gladly trace these scenes with thee,
Yet the sweet converse of an innocent mind,
Whose words are images of thoughts refined,
Is my soul's pleasure; and it sure must be
Almost the highest bliss of human-kind
When to thy haunts two kindred spirits flee.

(*b*) Bards of Passion and of Mirth
Ye have left your souls on earth!
Have ye souls in heaven too,
Double-lived in regions new?
—Yes, and those of heaven commune
With the spheres of sun and moon;
With the noise of fountains wondrous
And the parle of voices thunderous;
With the whisper of heaven's trees
And one another, in soft ease,
Seated on Elysian's lawns
Browsed by none but Dian's fawns;
Underneath large blue-bells tented,
Where the daisies are rose-scented,
And the rose herself has got
Perfume which on earth is not;
Where the nightingale doth sing
Not a senseless, tranced thing,
But divine, melodious truth;
Philosophic numbers smooth;
Tales and golden histories
Of heaven and its mysteries.

Thus ye live on high, and then
On the earth ye live again;
And the souls ye left behind you
Teach us, here, the way to find you
Where your other souls are joying,
Never slumber'd, never cloying.
Here your earth-born souls still speak
To mortals, of their little week;

Of their sorrows and delights;
Of their passions and their spites;
Of their glory and their shame;
What doth strengthen and what maim:—
Thus ye teach us, every day,
Wisdom, though fled far away.
Bards of Passion and of Mirth
Ye have left your souls on earth!
Ye have souls in heaven too,
Double-lived in regions new.

7. (*a*) Outline the work in Phonics which you expect to cover during the child's first six months at school.

(*b*) Write the subject matter for a lesson on the long sound of "a." Children know the short sounds of the vowels and the single consonant sounds.

8. (*a*) Describe and compare the Word and Sentence methods of teaching reading, giving advantages and disadvantages of each.

(*b*) Illustrate one of these methods.

FIRST CLASS.

HISTORY.

1. Outline a lesson plan to teach the "Premier" to a Standard V Class.

2. Discuss the advantages of the use of a text-book as opposed to oral teaching in public school work. What are the requisites of a good text-book?

3. Teach the revolution of 1688 to a Standard VI Class, and the Campaign of 1812 to a Standard IV Class.

4. What are the main qualifications of the successful teacher of History? Briefly comment on each.

5. "The proper study of History should arouse a love for good books." Explain in general terms how you would attempt to teach the subject so as to attain this much to be desired effect.

6. State briefly the values of (*a*) reviews, (*b*) supplementary reading in the teaching of History.

7. Write a note on the Renaissance and Reformation, indicating their significance in the development of Western Civilization and their special influence on educational work.

8. Discuss growth in educational ideas during the 17th and 18th centuries.

9. What were the most significant educational tendencies during the 19th century? Along what lines is special progress being made today?

FIRST CLASS.

MATHEMATICS.

1. Outline briefly the development of arithmetic from its beginnings, with special reference to the improvements since the Renaissance, and the present tendencies and status of the subject.

2. (*a*) Set down precisely the work in fractions for Part I.
(*b*) What general principles will guide you in teaching this work?
(*c*) Teach $\frac{1}{8}$.

3. Describe your method of teaching—
(*a*) Decimal fractions;
(*b*) Square root.

4. Problem:—A school-ground is one acre in area; its length is to its breadth as 8 is to 5; find its dimensions.
Give a logical series of questions to lead to the solution.

5. Describe your method of teaching (*a*) the area of a circle, (*b*) the volume of a sphere.

6. Outline the first lesson in bank discount, and indicate how you would carry out the topic.

7. (*a*) What are the essential differences between algebra and arithmetic?
(*b*) State, and explain how you would develop, the axioms on which the solution of equations is based.

8. Teach the negative number.

FIRST CLASS.

GEOGRAPHY AND ELEMENTARY SCIENCE.

1. "It is the special function of Geography to direct our attention to the ever changing phenomena that surround us and influence our daily life; to increase our knowledge of the country we live in, and thence to trace analogies and contrasts among the aspects of Nature in other regions of the globe."—Geikie.

Amplify and explain this statement. Keeping this "special function" in mind, show clearly how you would teach the drainage system of Alberta to a Standard IV Class.

2. "A wet morning will probably suggest a lesson on rain." Make out lesson plans indicating how you would teach this lesson—

(*a*) To a part II Class;

(*b*) To a Standard V Class.

3. Explain clearly the uses to be made of the "School Globe." Write down the questions in logical order which you would ask in order to teach latitude and longitude.

4. Mention the advantages of a good school garden to the teacher of Nature Study.

5. Sketch a lesson plan suitable for teaching the coyote to a Standard V Class.

6. Point out carefully the importance of tree-planting in the Prairie Provinces. Explain in detail how you would proceed to make a plantation of trees in the school grounds.

7. What is meant by "mixed farming?" Mention some of the more important elements which make for success in "mixed farming" in Alberta.

8. Outline in some detail the teacher's duties regarding the physical welfare of the child—

(*a*) Constructive; (*b*) Preventative; (*c*) Corrective.

9. Discuss the place, nature and value of the play-activity of childhood and youth. Indicate the teacher's relation thereto.

FIRST CLASS.

SCIENCE OF EDUCATION.

1. Give a concise description of (*a*) the structure and (*b*) the functions of the nervous system, locating the centres for the different functions as far as possible.

2. Discuss infancy under the following heads (*a*) Its characteristics; (*b*) its importance socially and educationally.

3. Show as fully as you can the part played by the motor factor in building up our objective world.

4. (*a*) What is the chief function of emotional activity in general life economy?

(*b*) In what direction could present school conditions be improved in relation to the development of healthful emotional activity?

5. "Teaching may be said to be the changing of perception to apperception." Expand.

6. "The mind and the body are associated in a co-partnership in which each is an indispensable and active member." Amplify and discuss.

7. (*a*) Distinguish between impulsive and instinctive action.
(*b*) Describe three types of decision. Prescribe remedies where needed.

8. State and illustrate the laws of association of ideas.

9. (*a*) State and illustrate the laws of presentation.
(*b*) What are the purposes of the "drill"?

10. (*a*) Explain fully what you understand by our "spiritual environment." What elements does it contain?
(*b*) How should the adjustment of the child to this environment be effected?

11. (*a*) State Horne's "character of an educated mind."
(*b*) Discuss briefly any three of these.

12. How does the child move forward in the process of self-realization? Answer in some detail.

13. Discuss after Tompkins or Horne "the problem of religion in the public school."

FIRST CLASS.

LANGUAGE.

1. Distinguish between substance and form in language training, and show clearly, with illustration, how they are related.

2. Explain what you understand by parsing, its purpose and method On what sort of previous study should every parsing exercise be based? Illustrate.

3. Write fully on the importance of oral work in language-training, and on its relation to written work.

4. Name the steps Laurie advises in the Infant Stage of language-training, and make any modifications or additions that seem to you advisable.

5. Discuss the educational value of: study of word-derivation, translation, writing of abstracts.

6. What are the essential qualities of the paragraph? Indicate briefly how you wou d impress these on a class (at any stage in school that you wish to take).

7. Outline a first lesson on case or on mood, taken as whole topics.

8. Distinguish between the rhetorical values of the complex and the compound sentence, and illustrate by combining, in both ways, a number of simple sentences or some single topic.

9. (*a*) Discuss the values of the following respectively in teaching spelling: (i) appeal to the eye, (ii) appeal to the ear, (iii) appeal to muscular sense, (iv) explanation of derivation.

   (*b*) Explain your method of conducting a spelling lesson under the following heads: (i) assignment and preparation, (ii) dictation, (iii) marking, (iv) correction of errors.

FIRST AND SECOND CLASS.

TEACHING CLASS MANAGEMENT AND SCHOOL LAW.

1. Explain what is meant by the social function of the public school, and state some of the problems this function involves.

2. (For Second Class only.)—Distinguish between positive and negative incentives to work, and show which are the better.

3. Explain and illustrate the value of definite motive in school tasks, and show how the sense of motive develops as the pupils advance.

4. Discuss the hygienic considerations that govern the making out of a daily or weekly time-table.

5. Comment on—

   (*a*) Never tell the pupil anything he can be made to find out for himself.

   (*b*) Practice makes perfect.

   (*c*) Proceed from the known to the unknown.

6. Discuss the nature and the importance of home assignments in the higher grades.

7. State the requisite conditions, physical and mental, of attention.

8. State what the Regulations of the Department of Education prescribe in regard to:

   (*a*) The school building; its proportions, accommodation per pupil, lighting, and ventilation.

   (*b*) The use of the school library.

9. (For First Class only.)—Discuss the question of grading and classification of pupils, suggesting how far you think it possible to make allowances for differences in tastes, capacities, opportunities, or aims.

10. (For First Class only.)—"The subject has the method in itself; . . . . . the method must find itself in the subject; it cannot dangle in the air." Explain and illustrate.

FIRST AND SECOND CLASS.

MANUAL ARTS.

A.

1. "When faces of a rectangular object are turned away equally, the vanishing points are equally distant from the point nearest the observer." Illustrate with an outline drawing of a cube.

2. Make a simple study of spring flowers or pussy willows, in water colour or pencil.

3. Make a shaded pencil drawing of a group of objects, giving careful attention to selection and arrangement;

(*or*)

Make a simple landscape sketch illustrating the following:

"The birds at evening nestward fly,
Their wings are dark against the sky."

B.

1. Discuss the use of clay-modelling in the elementary school. Give a list of suitable problems for each of the following standards: I, II and III. Indicate your special purpose in selecting each problem included in your list.

2. Indicate the relationship of manual training (not including clay-modelling) to the other school subjects, to child life and to society's needs.

C.

1. Discuss (*a*) the analysis of letters; (*b*) movement exercises, as aids in teaching writing.

2. Write the small and capital letters of the alphabet and the digits.

FIRST AND SECOND CLASS.

MUSIC AND ART.

A.

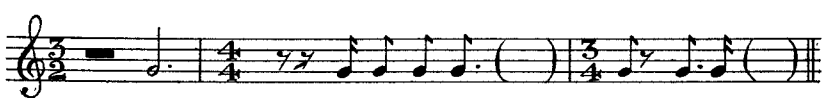
1. Explain Staff or Stave, Middle C, Leger Line, C Clef, Staff Notation.

2. Write in the treble Clef the key signature of the following major scales: F, E, B*b*, A, and G.

3. Write out the major scale having (1) two sharps (2) three flats. for key signatures. Make each note sharp or flat as required. Mark the position of the semitone by the sign ⌒.

4. What note is the leading note, tonic, dominant and mediant in the following major scales: D, F, E*b*, A?

5. Complete the following bars by adding one note at the end:

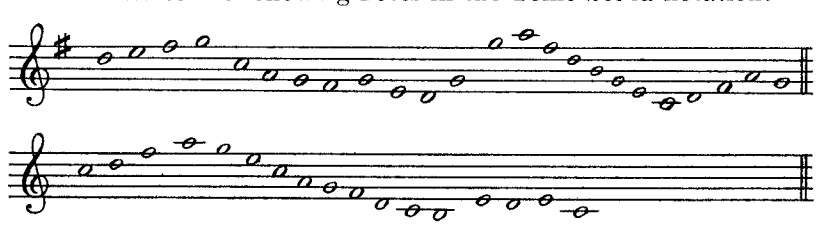


6. Write the following notes in the staff notation:

Key C:
|| d .m .f .l .r^1 .l^1 .s^1 .t^1 .d .s^1 .s .f .r .l .s .l_1 .t_1 .d ||

Key B*b*:
|| d .f .l .s .m .r .t_1 .s_1 m_1 .f_1 .l_1 .f .s .r .t_1 .d ||

Write the following notes in the Tonic Sol-fa notation:



7. Should the teacher sing to or with the class, and what means would you adopt to secure correct and distinct pronunciation and good tone in singing?

B.

1. Name five great pictures which were produced during the period of the Renaissance. Give the name of the artists in each case.

2. (*a*) Give the name of the artist, and the Reader in which each of the following pictures is found: "The Shepherdess," "In Which Hand?" "Piper and Nutcrackers."

(*b*) Write a plan for a picture lesson on one of the three, telling for what grade your lesson is suited.

3. Give a brief description of your favourite picture and reasons for your choice.

SECOND CLASS.

READING AND LITERATURE.

1. All houses wherein men have lived and died
  Are haunted houses. Through the open doors
The harmless phantoms on their errands glide.
  With feet that make no sound upon the floors.

We meet them at the doorway, on the stair,
  Along the passages they come and go,
Impalpable impressions on the air,
  A sense of something moving to and fro.

There are more guests at table than the hosts
  Invited; the illuminated hall
Is thronged with quiet, inoffensive ghosts,
  As silent as the pictures on the wall.

The stranger at my fireside cannot see
  The forms I see, nor hear the sounds I hear;
He but perceives what is; while unto me
  All that has been is visible and clear.

We have no title-deeds to house or lands;
  Owners and occupants of earlier dates
From graves forgotten stretch their dusty hands,
  And hold in Mortmain still their old estates.

The spirit world around this world of sense
  Floats like an atmosphere, and everywhere
Wafts through these earthly mists and vapors dense
  A vital breath of more ethereal air.

Our little lives are kept in equipoise
  By opposite attractions and desires;
The struggle of the instinct that enjoys,
  And the more noble instinct that aspires.

These perturbations, this perpetual jar,
  Of earthly wants and aspirations high,
Come from the influence of an unseen star
  An undiscovered planet in our sky.

And as the moon from some dark gate of cloud
  Throws o'er the sea a floating bridge of light,
Across whose trembling planks our fancies crowd
  Into the realm of mystery and night,—

So from the world of spirits there descends
  A bridge of light, connecting it with this,
O'er whose unsteady floor, that sways and bends,
  Wander our thoughts above the dark abyss.

(*a*) State concisely the whole theme of this poem.

(*b*) Divide the poem into two parts and show clearly how the thought of the first part is enlarged or broadened out in the second.

(*c*) There are two distinct illustrative figures in the poem. Indicate and remark on them briefly. What rhetorical names would you give to them?

(*d*) Write the stanza that appeals to you as most suitable for memorizing.

2. Distinguish between extensive and intensive study of literature. Discuss briefly the relative importance of the two in the earlier grades.

3. "But while literature as such presents to our minds but two primary aspects, it presents many subordinate ones." What are the two primary aspects? Remark on their relation in the teaching of a passage. Mention some of the subordinate aspects.

4. State, in the order in which they can best be exercised, the functions of the school Readers.

5. What purposes are served by a study of the history of literature? Suggest how interest in such study can best be developed.

6. Give some practical suggestions on the encouragement, through the school Readers, and what they represent, of wholesome and permanent reading interests.

7. Describe the Word and Sentence methods of teaching reading.

8. (*a*) When would you introduce phonic analysis?

(*b*) Write a lesson plan for teaching the sound "ch."

Known sounds are the long and short sounds of the vowels and all the single consonants.

SECOND CLASS.

SCIENCE OF EDUCATION.

1. Discuss the values of psychology to the teacher.

2. (*a*) What are the functions of the nervous system?
(*b*) Show as fully as you can how it is adapted to its functions.

3. Discuss infancy under the following heads:
(*a*) Its main characteristics;
(*b*) Its importance educationally.

4. Name and define the three elements of the foundation of our knowledge. Illustrate.

5. (*a*) Point out the importance of attention in each of the mental processes.
(*b*) What is the relation between (i) interest and attention; (ii) attention and will?

6. (*a*) "The great secret of interest is adaptation." Discuss this statement in its application to (i) questioning; (ii) discipline; (iii) the time-table.
(*b*) How would you endeavour to communicate interest to an uninteresting subject? Illustrate.

7. (*a*) Point out the importance of the law of habit.
(*b*) State James's "ethical and pedagogical inferences" concerning habit-formation.

8. (*a*) State and illustrate the law of association of ideas.
(*b*) Explain how you would make use of this law in teaching history.

9. What is meant by the "objective method of teaching?" Give an illustration from grammar.

10. (*a*) State and illustrate the laws of presentation.
(*b*) What are the purposes of the "drill?"

SECOND CLASS.

HISTORY.

1. "The teaching of History should arouse a good, healthy patriotism." Explain what is meant by a "healthy patriotism," and state in general terms the means you would employ in your teaching of History to secure it.

2. Outline Plans to teach:
(*a*) Lord Durham to a Standard IV Class.
(*b*) John Hampden to a Standard III Class.

3. Write down in the form of questions and answers the matter of a lesson on the House of Commons for a Standard V Class.

4. Explain clearly the use of maps in the teaching of History. Show by an example how their use may aid in the development of the reasoning powers of the pupils.

5. Make an outline of the work in Canadian History to be covered in six months by a third class in a rural school in Alberta.

6. Explain the value of such a "term plan" as suggested by question five, and state also the value of the "day plan" in the teaching of History.

7. Write a note on the Renaissance:
(*a*) Its general historical setting.
(*b*) Its special relation to education.

8. Give, and discuss the educational ideas of the following men: Comennis, Pestalozzi.

9. Along what lines of educational work is progress being made to-day? Indicate their nature and tendency.

SECOND CLASS.

ARITHMETIC.

1. Outline the development of arithmetic from its beginnings, with special reference to improvements made since the Renaissance.

2. (*a*) Set down precisely the work in fractions for Part I.
(*b*) What general principles would you follow in teaching this work?
(*c*) Teach $\frac{1}{6}$.

3. Di cuss counting as a means of learning number work. Show its relations to the "four rules."

4. (*a*) Explain how you would teach the square inch and its application to small rectangular surfaces.
(*b*) Find the area of a rectangle 5 inches by 4 inches. Show how you would develop the solution. Give the solution.

5. Describe experimental method of teaching—
(*a*) The volume of a sphere.
(*b*) The area of a circle.

6. Discuss the values of—
   (a) Mental arithmetic.
   (b) Making of problems by the pupils.

7. Problem: Divide $12 among A, B and C, so that A will get half as much as B and five-ninths as much as C. Give a logical series of questions to lead to the solution.

8. Describe your method of teaching bank discount.

SECOND CLASS.

LANGUAGE.

1. Write on Imitation as a factor in language training, as to its importance, its development, and how you would make use of it.

2. Outline your material for language training in the grades, extensively enough to indicate the general trend and aim of the whole course.

3. Distinguish between language as a science and as an art. Illustrate.

4. Explain the essential difference between exposition and description, showing clearly how they are related. Show how you would prepare a class for an expository composition on, *e.g.*, a common house furnace; or municipal government.

5. Give some practical hints on—
   (a) Teaching of punctuation.
   (b) Teaching principal parts of verbs.
   (c) The use of the dictionary in the elementary school.

6. Write suggestions for the most effective methods of correcting errors in written work.

7. Write, as you would tell to Part II pupils, the story of "The Two Church Builders," or of "Fortune and the Beggar," using direct discourse as much as possible.

8. Discuss briefly the use of a text book in Grammar in the elementary school.

9. (a) Discuss the values of the following respectively in teaching spelling: (i) Appeal to the ear, (ii) appeal to the eye, (iii) appeal to the muscular sense, (iv) explanation of derivation.
   (b) Explain your method of conducting a spelling lesson under the following heads: (i) Assignment and preparation, (ii) dictation, (iii) marking, (iv) correction of errors.

SECOND CLASS.

GEOGRAPHY AND ELEMENTARY SCIENCE.

1. Mention some of the chief defects that unqualified teachers make in attempting to teach Geography. Show clearly how you propose to avoid the defects you mention.

2. Draw up a lesson plan, carefully indicating matter and method, that you would use to teach the Saskatchewan River basin. (Plan to be suitable for Standard III Class.)

3. Indicate briefly the use to be made of—
(*a*) Sketch maps,
(*b*) The blackboard,
in teaching of Geography.

4. State the course to be followed in teaching—
(*a*) Germination, to a Part II Class;
(*b*) The parts of a plant, to a Standard III Class.

5. Establish clearly the correlation between Nature Study and Literature using for illustration any lesson or lessons, from the Alexandra Readers.

6. Teach a lesson on the Cow to a Standard IV Class.

7. Write down in detail the matter you would make use of in teaching a lesson on soils to a Standard V Class.

8. Outline in some detail the teacher's duties regarding the physical welfare of the child—
(*a*) Constructive;
(*b*) Preventive;
(*c*) Corrective.

9. Discuss the place, nature and value of the play-activity of childhood and youth. Indicate the teacher's relation thereto.

FIRST CLASS.

READING, LITERATURE, COMPOSITION AND GRAMMAR.

1.

Wild bird, whose warble liquid sweet
  Rings Eden thro' the budded quicks,
O tell me where the senses mix,
  O tell me where the passions meet.

Whence radiate; fierce extremes employ
  Thy spirits in the darkening leaf,
And in the midmost heart of grief
  Thy passion clasps a secret joy.

And I—my harp would prelude woe—
I cannot all command the strings;
The glory of the sum of things
Will ash along the chords and go.

(*a*) State the theme of this poem.

(*b*) Make out a plan for teaching this poem to a Standard V Class.

(*c*) Illustrate, by questions and probable answers, how you would enable your class to interpret the last two lines.

2. "Language then is and must always be the supreme subject in the education of a human being."

Enumerate fully the arguments advanced by Laurie in support of this statement.

3. Distinguish between training and discipline. Explain clearly how the study of language from its different standpoints gives both discipline and training.

4. "The primary teacher will take care to aid the child to understand what he already possesses and to aid him to add to his stock in several ways."

Mention the most important of these ways and proceed to show how you would employ them.

5. Mention the points to be followed in taking up an ordinary reading lesson as outlined by Professor Laurie.

Which of these points are to be followed in teaching formal Reading, and which in a Literature lesson?

6. What are the advantages and disadvantages of the Phonic, Alphabetic and Word methods of teaching word recognition.

7. Give an estimate of the importance of the correction of errors in teaching Composition. Mention some of the devices used in correcting errors and state the objection to and the value of each.

8. Formulate a graded list of ten exercises suited for teaching both oral and written Composition in the Junior Grades.

9. "The choice of subject is of great importance in teaching Composition."

Amplify this statement and show clearly the principles which will guide you in your choice of subjects.

10. State clearly the relation of form and function in the teaching of grammatical principles. According to what principle of psychology or general method can the study of form be made an approach to the study of function and relation?

11. Explain what is involved in the concepts *Tense, Mood, Preposition*, and show how you would introduce a lesson on each of the above.

12. In what order would you teach the parts of speech? Give reasons, with illustrations. On what principle would you determine what grammar to teach at any given stage of school life. Illustrate.

FIRST CLASS.

HISTORY OF EDUCATION.

(Candidates in attendance shall write on *one* topic from *each* of group A, B and C. Outside candidates shall write on *all* the topics.)

A.

1. Discuss Education among primitive and barbaric peoples, giving in detail the educational work of any one people.

2. Compare Greek (Athenian) education and Roman education with respect to character, whether public or private, what classes of citizens considered, whether compulsory or voluntary; also the relation of each to woman, and to the development of individuality.

B.

1. Explain the Educational significance of Christianity, comparing Pagan and Christian ideals of life. Give an account of early Christian schools and show their attitude towards Pagan learning.

2. Write an account of Education during the Middle Ages, noting the function of the Monasteries, Universities, Craft Guilds, and Chivalry.

C.

1. Give an interpretation of the Renaissance, showing its causes and its character in Southern and Northern Europe. Trace the influence of Vittorino and Erasmus on this movement.

2. Rousseau, Pestalozzi and Frobel made the *child* the central thought in Education. Show the permanent influences on Education resulting from the work of each of these educators.

3. "The educational thought of the present seeks to summarize the movements of the past, and to re-arrange and relate the essential principles of each in one harmonious whole."

Discuss the present educational ideal, showing clearly what is meant by the preceding quotation.

FIRST CLASS.

SCIENCE OF EDUCATION.

1. Describe fully, with diagrams, the mechanism of vision, and show clearly what knowledge of the external world we get through this sense, noting the order of developing experience.

2. Illustrate the association and mutually corrective relation of the senses in acts of learning. What inference do you draw therefrom as to the sensuous basis of truth and prejudice?

3. Distinguish between *presentation* and *representation;* between *reproductive* and *constructive imagination* between *association* and *dissociation.* Illustrate throughout.

4. What is meant by retention? Illustrate, by a diagram, the physical basis of retention, as applied both to an item of knowledge and to conduct. Explain and illustrate the importance of the law of correlation and the law of repetition.

5. Illustrate, from a school lesson or from life experience in general, how general ideas or concepts are formed. Discuss the importance of forming concepts. What is meant by proceeding from the particular to the general, and returning again to the particular?

6. Is the term "General Method" used in a subjective or in an objective sense? Explain. On the basis of your explanation, state what you consider to be the possibilities in the direction of general mental training as a result of special mental exercises.

7. Explain the psychological significance of (*a*) the lesson introduction; (*b*) the review; (*c*) the test.

8. Mention some of the conflicting conceptions of the aim of education. State briefly the characteristic solution emphasised by Tompkins, Spencer, and Dewey, respectively, with illustrations from each. How would you determine what your own attitude should be in a community in which you are doing educational work?

9. Illustrate the inter-relation of body and mind, and state (1) the main problems of education from the physiological point of view; (2) how these problems are being met today.

10. The aim of education is to be sought in the nature of life as both an inner and an outer process. Explain fully.

FIRST CLASS.

NATURE STUDY, AGRICULTURE AND PHYSIOLOGY AND HYGIENE.

1. What is Nature Study? Discuss the place Nature Study should occupy in the curriculum of a Public School, and also the preparation the teacher should make in dealing with the subject.

2. Compare the relative value of the out-of-door study of Nature with the class-room study, pointing out the many advantages the former has over the latter. What may be well done in-doors in this study?

3. Outline in detail your method and matter in teaching a lesson to a Grade II (Standard II) Class on *either* (1) the Metamorphosis of the Frog *or* (2) the Trunk of a Tree. Indicate the material you would use.

4. Of what value are trees to the agriculturist? Indicate the care necessary to observe in the successful transplanting of trees. Name five varieties you might recommend for transplantation in Alberta, mentioning in each case why you selected those you do.

5. Outline a lesson for Grade VIII (Standard V) on soils formation, kinds and values.

6. How would you suggest that the Public Schools of this province be brought into more intimate relationship with the great industry of the province, agriculture.

7. Trace in a general way the preparation that the food undergoes within the body, and the course it takes in reaching the tissues nourished, naming in order various organs and secretions that have to do with this preparation and transfer.

8. Write down a set of rules covering in a general way the advice you might give the children under your care in the class-room that they might maintain their health and grow to be healthy men and women.

9. What would you do if one of your pupils—

(1) Accidentally severed an artery;

(2) Fell into a fainting fit;

(3) Froze a finger;

(4) Choked on a hard piece of food at lunch time?

10. What are adenoids? How might you detect their presence in a child? Why are they harmful and what would you advise doing?

FIRST CLASS.

MATHEMATICS.

1. What are the educational values derived from Arithmetic? Discuss carefully the course in Arithmetic of the elementary school so as to show how you would obtain these values.

2. Write notes on:
(1) The value and place of Mental Arithmetic in the elementary school.
(2) The use of the concrete in teaching the number idea.
(3) The value of problems based on every day statistics, giving examples of such problems.
(4) Means to secure accuracy and rapidity in the four processes.

3. Discuss the relative importance of vulgar and decimal fractions. Teach a first lesson on decimal fractions, giving plan in detail.

4. Prepare a detailed plan, showing how you would introduce the measures of capacity, quarts and pints, to Standard I Senior or Grade II.

5. Find the simple interest on $375 from May 19 to July 31 at 5 per cent. per annum. Teach this problem analytically.

6. What are the values of a course in constructive geometry? Discuss carefully.

7. Outline a series of lessons on the construction of triangles, given (1) three sides, (2) two sides, and the included angle, (3) two angles and a side.

8. Give a presentation of "Angle of Elevation" to Standard V. N.B.—Accurate Drawings must accompany lessons in VII and VIII.

9. What work would you undertake in Arithmetic and Geometry in Standard V, preparatory to the formal study of Algebra in the High School? Show clearly the relation which exists between the three branches of elementary mathematics.

10. Give a presentation of the first lesson on the equation.

FIRST CLASS.

HISTORY AND GEOGRAPHY.

(Candidates are expected to pass in History and Geography separately.)

1. (*a*) Indicate in general terms the work to be undertaken with a Standard V (Grade VIII) Class in Civics.
(*b*) State clearly why Civics should be taught in Public Schools.

2. Discuss the value of the study of History under the following headings: (*a*) Utilitarian value; (*b*) value as mental training; (*c*) ethical value.

3. Explain in detail the value of a term plan in the teaching of History. Outline such a plan to cover the work of Standard III (Grades IV and V) in the Public School from 1759 to 1911.

4. "The teacher in History should possess: Knowledge, fair-mindedness, and skill in narration." Expand this statement in the three particulars and show clearly the value of each to the teacher; and how to attain the first and last of the above-mentioned qualities.

5. Establish closely the connection between History and Geography. Outline carefully the facts of Geography that need to be taught in connection with the Crimea War; and the Conquest of Canada.

6. "Geography is the meeting place of the sciences." Elaborate this statement and indicate the different phases in the presentation of subject to the pupils of the Public School.

7. Indicate your method of teaching, (1) the definition of a peninsula, (2) the rotation of the earth, (3) the physical features of Canada. In what grades should these lessons be given?

8. (1) What apparatus and material would you consider essential in a well-delivered presentation of the subject of Geography in a Public School?
   (2) Discuss the value of a library (*a*) to the teacher, (*b*) to the student, on the subject of Geography and indicate in a general way the class of books you would like to have in the library.

9. Outline the method and matter you would use in dealing intensively with the geography of the Great Western Plains of Canada.

FIRST AND SECOND CLASSES.

DRAWING, MANUAL TRAINING AND PENMANSHIP.

1. Give a plan of lesson for Standard IV on the subject of parallel lines. Apply the principle to the drawing of a brick placed to the right of the eye and below the eye level.

2. What do you understand by harmony in colours? Give examples:
   (*a*) What are greyed colours?
   (*b*) How would you obtain neutral grey and greenish grey from the primary colours?

3. What do you consider the important features in a good working drawing? Give a working drawing for a simple cardboard model, showing these features.

4. Discuss the value of Manual Training in the Public School under the following heads: The pupil, the school, the community.

5. Would you have the same aim in view when teaching clay modelling and cardboard modelling? Give the reasons for your answer. State the grades in which you would teach these subjects and give the limits of your instruction.

6. Give six progressive muscular movement exercises. Group the letters (capitals and small letters) as you would for teaching, stating the reasons for the arrangement.

7. Write six lines of the following sentence: "Nine men went mining in a mine." Outline your plan for teaching this sentence to a Standard V, assuming it to be a first lesson in sentence writing.

FIRST AND SECOND CLASSES.

CLASS MANAGEMENT, SCHOOL LAW AND REGULATIONS.

1. What is the function of the school?
What have the public a right to demand of a teacher and what has a teacher a right to expect of the pupil?

2. State the underlying principles to be observed in framing the time-table for daily use.

3. Distinguish natural and artificial incentives, giving examples of several. Discuss (i) Prize giving, (ii) desire for approbation, (iii) desire for future good as incentives.

4. (*a*) What is discipline? Discuss its value and the qualifications of a teacher that would make for good discipline.

(*b*) What course of action would you take in the following cases:

(1) Two boys are reported to you as having fought.
(2) A boy is tired of school but is forced to attend.
(3) A student is suspected to have copied at an examination.
(4) A student is frequently late.
(5) A student is very untidy about his desk.

5. What is the end to be attained in administering punishment? What are the characteristics of proper punishments? What punishments would you class injudicious?

6. Give the substance of The School Ordinance dealing with religious instruction, truancy, payment of teachers, suspension of pupils, contagious diseases.

7. What are the new regulations of the Provincial Board of Health regarding (1) the common drinking cup, (2) vaccination of school children, (3) contagious and infectious diseases in relation to schools?

8. Discuss "the school is an organic spiritual unity," having in mind the evolving of the fundamental law contained therein.

9. When the unity within the organism is broken what, according to Tompkins, is the law of restoration, and what are the two steps in the re-establishment of the unity, and what also is the effect of the application of the law (1) on the pupil, (2) on the teacher?

FIRST AND SECOND CLASSES.

MUSIC.

Marks

1. What is the Great Stave?

3 (*a*) Why and how was it changed? By a diagram, show this change and place the treble and bass clefs in position.

4 (*b*) Write the Tonic Chord of the key of A Major and the Sol Chord of B-flat Major.

2. What is the Signification of "Tonic?"

2 (*a*) Is there ever any other name given to that note?

5 (*b*) In what respect is the leading note of a Major Scale different from the leading note of a Minor Scale and in what are they alike?

8 **3.** Illustrate and explain the meaning of a Clef, Time Signature, Key Signature, Tie, Slur, Syncopation, a Natural, a double-dotted Whole-Note, a dotted half rest, a pause.

5 **4.** (*a*) What is the pitch of the fourth in the key of E-Major? What is the pitch o the 7th in the key of A-Major? What is the pitch of the third in the key of A-flat Major?

2 (*b*) C is the 5th of what key?

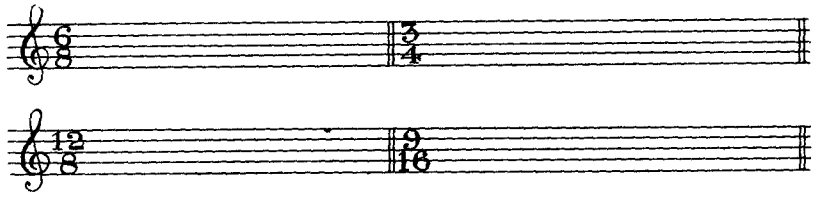
8 **5.** (*a*) Write the Key Signatures for the scales of G-Major, E-flat Major, F-Major, B-flat Major, A-Major. Also for their Tonic Minors.

4 (*b*) How would you determine whether an exercise were in a Major or a Minor Key?

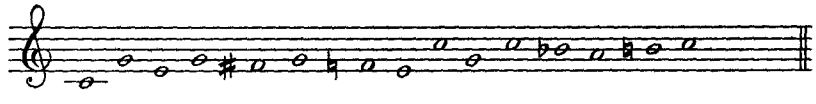
5 **6.** (*a*) Write the pitches for the key of E-flat Major and its relative harmonic Minor, giving a reason for the notes found in the Minor which do not occur in the Major.

5 (*b*) What would be the result if the interval between the foundation note and the third of the Minor Scale could be changed to contain two whole tones instead of a tone and a half?

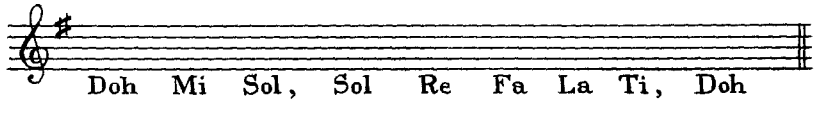
2 **7.** Write a bar of notes in each of the following times and state kind of measure, whether simple or compound, duple, triple or quadruple:



2 **8.** Write Sol-fa syllables above following notes:



Place notes on staff to following syllables:



9. Discuss briefly each of the following topics:

3 (*a*) In teaching singing, should the teacher sing to or with the class?

4 (*b*) As children do not naturally pronounce words correctly and distinctly, state briefly what means you would adopt to secure correct and distinct pronunciation and good tone in singing?

3 (*c*) The treatment of children with "bad ears" for music?

ART.

10. "Millett glorified the common task." Explain this statement. Mention six of his best works and give plan of lesson on one of them, Standard III.

11. Name six pictures you would place in a Standard V room? Give the reasons for your choice and give the artist's name in each case.

12. What benefits would you expect your class to derive from a thorough course in the study of good pictures?

SECOND CLASS.

READING, LITERATURE, COMPOSITION AND GRAMMAR.

1. Spring is the morning of the year,
And summer is the noontide bright;
The autumn is the evening clear
That comes before the winter's night.

And in the evening everywhere
Along the roadside, up and down,
I see the golden torches flare
Like lighted street lamps in the town.

I think the butterfly and bee
From distant meadows coming back,
Are quite contented when they see
These lamps along the homeward track.

But those who stay too late get lost;
For when the darkness falls about
Down every lighted street the Frost
Will go and put the torches out!

(*a*) State clearly the purpose you would have in view in teaching this lesson to a Standard III Class.

(*b*) Develop a lesson-plan showing the steps taken to attain your purpose.

2. The year's at the spring;
The day's at the morn;
Morning's at seven;
The hillside's dew-pearled;
The lark's on the wing;
The snail's on the thorn;
God's in his heaven—
All's right with the world.

Teach this Memory Gem to a Standard IV Class.

3. "When a child first reaches the school house, at the age of six, he has already acquired a store of language capable of expressing his store of knowledge more or less aptly."

(*a*) Explain in detail how the child has acquired this "store of language."

(*b*) How should a teacher seek to use this language power which the child possesses?

4. State in detail the importance of "imitation" in teaching the language of arts.

5. Enumerate the steps to be followed in teaching (*a*) Oral Composition; (*b*) written composition, based on a story. Illustrate from one of Tennyson's stories of "The Idylls of a King."

6. Establish fully and clearly the importance of the correction of errors in the teaching of Composition.

7. "There are four types of prose composition." Name them, and state with reasons, the order in which these types should be taught.

8. There has been a strong protest during recent years against the introduction of Reading in the school before the age of eight. Give arguments for and against this protest.

9. Explain briefly what is meant by the Alphabetic, Phonic and Sentence methods of teaching word-recognition.

10. What is meant by (*a*) grammar, (*b*) parsing? State the reasons most valid, in your opinion, for the study of these.

11. (*a*) Show how you would introduce a first lesson on the complex sentence;
    (*b*) Outline a complete lesson, or series of lessons, on number in nouns, including all the varieties of inflection for number.

12. In what order would you teach (*a*) the parts of speech; (*b*) the forms of sentences. Give reasons.

SECOND CLASS.

HISTORY OF EDUCATION.

1. Give an account of Athenian Education, showing clearly its relation to the masses of the people, to women, and to the development of the individual.

2. "The genius of the Romans was wholly a practical one, the great merit of which was that it accomplished concrete results by adopting means to an end."
   Show how this practical element in the Roman character dominated their education.

3. Write an account of the Rise of the Universities, noting their origin, constitution and privileges.

4. Explain the educational significance of the Renaissance. Show wherein the Italian and the Teutonic Renaissance differed.

5. Write an account of Vittorino, the Italian humanistic teacher, and show his influence on Erasmus and the educational thought of the time.

6. Sketch carefully the Educational efforts of Comenius.

7. Locke stands as the representative of those educators who considered education as a discipline or a training. Show the influence of Locke on education.

8. "Begin by studying your pupils. Nature wills that children should be children before they are men. Childhood has ways of seeing, thinking, feeling, peculiar to itself."—Rousseau.

Using the above, show in what respect Rousseau has influenced educational thought and practice.

9. Write an account of the influence of Pestalozzi on the aim, method and meaning of education.

10. Give an account of the educational reforms of Froebel.

SECOND CLASS.

SCIENCE OF EDUCATION.

1. Give an account of the fully developed function of vision, telling both how it operates and what knowledge of the external world it gives us.

2. What is meant by: (*a*) stimulus, (*b*) response? Illustrate by a diagram how conscious response become habits, and give instances of voluntary, reflex, and automatic responses.

3. What is meant by association of ideas? Illustrate. Show how apperception is important in relation to association of ideas.

4. Trace, with illustration, the development of attention. Compare the attention of a child with that of an adult, showing characteristic differences, both subject and objective. What should be the chief aim in educating the attention?

5. Explain what is meant respectively, by interest in ideas and interest in ideals. Show, with illustration from school work, how the former is the basis of the latter.

6. What successive processes or states of mind are involved in a perfect act of memory? Explain each of them, and show on what original experiences they are based. Deduce therefrom some hints as to memory training.

7. Explain what is meant by a lesson, whether in school or in life experience in general, of the inductive development type. Show clearly therefrom the stages in the development of a concept.

8. Write concisely on Questioning, as to (1) its functions, in all the stages of a lesson, introduction, development, and review; (2) the qualities of good questions in each stage of a lesson; (3) obvious faults, showing wherein the faults consist.

9. Suggest treatment for the following types of pupils:
(1) One who answers explosively or impulsively almost before the question is fully uttered; (2) one who is over-reflective in answering; (3) the mind-wandering pupil.

SECOND CLASS.

NATURE STUDY, AGRICULTURE, PHYSIOLOGY AND HYGIENE.

1. Distinguish the Object Lesson, Nature Study and Experimental Science. Justify the place Nature Study occupies in the Public School Curriculum.

2. Outline the lesson you might teach Grade V on "The Preparation Trees and Shrubs Make for Winter."

3. What Nature Study might you do in winter?

4. Give in detail the form you might adopt in having students keep a record of weather conditions from day to day. Also discuss the value of an Observation Book and indicate a method of using it.

5. Of what value are trees to a country? Indicate the care necessary in transplanting trees successfully.

6. Give in detail the plan and matter you would use in teaching a Grade VII (Standard IV) Class a lesson on the preparation of the seed bed from virgin prairie soil.

7. Write down a set of rules covering in a general way the advice you might give the children under your care in the classroom that they might maintain their health and grow to be healthy men and women.

8. What would you do if one of your pupils —
(1) Accidentally severed an artery;
(2) Fell into a fainting fit;
(3) Froze a finger;
(4) Choked on a hard piece of food at lunch time?

9. Why is mouth breathing objectionable? Account for it.

10. Trace the course of the blood through the body, naming the different parts of the system, briefly describing them and indicating the functions of the blood to the body.

SECOND CLASS.

MATHEMATICS AND SPELLING.

1. Arithmetic is studied for its utility and its culture values. Discuss in detail the course in Arithmetic of our elementary school, showing wherein these values arise.

2. Write notes on:
(1) Treating the four processes simultaneously;
(2) The value of mental arithmetic;
(3) The place of concrete teaching in Arithmetic.

3. Give an outline of questions which would be given to a class in order that the principles of selling commission might be discovered. (Heuristic Method.)

4. Prepare in detail a first lesson on square measure (Standard III or Grade V).

5. Find the net income of a man whose total income is $900 on $500 of which he pays 18 mills on the dollar taxation. (Teach the foregoing analytically.)

6. Show the relation between Algebra and Arithmetic, giving in detail such work in the latter subject as would lead to the fo mal study of Algebra.

7. What will be your motives in presenting a course in practical geometry to Standard V?

8. Teach a lesson on the construction of an angle of 60 degrees, giving drawing and full explanation.

9. Indicate clearly your method of conducting a spelling lesson in Standard I Senior (Grade II), and in Standard III (Grade V).

SECOND CLASS.

HISTORY AND GEOGRAPHY.

1. (*a*) Indicate in general terms the work to be undertaken with a Standard IV (Grades VI and VII) class in Civics.
(*b*) Teach a lesson on the Governor-General to a Standard IV Class.

2. Why should History be taught? Give at least six valid reasons and illustrate each.

3. Explain in detail the value of a term plan in the teaching of History. Outline such a plan to cover the work of Standard III (Grades IV and V) in the Public School from 1492 to 1759.

4. Draft lesson plans to teach—

(*a*) The Quebec Act.

(*b*) The Wars of the Roses.

To a Standard V Class.

N.B.—The matter of the lesson must be carefully indicated.

5. The formal means of instruction in the teaching of History are: Text books for supplementary reading, maps and pictures. Indicate carefully the uses, and possible abuses, of each of these "means of instruction."

6. Outline your method of teaching to a Grade IV (Standard III Junior) Class the geography of South America, making clear the information you would expect the class to have from the lessons.

7. What are the influences at work affecting the climate of a country? Illustrate your answer by showing how the influences you mention affect Canada.

8. What would you teach to Grade VIII (Standard V) and how would you present it on an assignment, "The Highways of Commerce in Canada?"

9. (*a*) What apparatus and material would you consider essential in a well-delivered presentation of the subject of Geography in a Public School?

(*b*) Discuss the value of a library (*a*) to the teacher, (*b*) to the student, in the subject in Geography, and indicate in a general way the class of books you would like to have in the library on the subject.

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